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ABSTRACT

The discussion leader's guide to a parent education course in the mental stimulation of handicapped young children is organized by the topics of the 12 sessions: orientation, responsive program, toys as learning tools, creativity, self concept, behavior modification, discipline, language, sensory/motor development I and II, and open session. Included for most of the sessions is an overview in terms of goals, objectives, and activities; a discussion guide; scripts of any audio-visual presentations; and any necessary forms. The program is described as including parent/child home toy sessions, and a preschool playroom as well as the parent classes. (SBH)

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PARENT/CHILD HOME STIMULATION

DISCUSSION LEADER'S GUIDE

Developed By

MARSHALL-POWESHIEK JOINT COUNTY
DEPARTMENT OF SPECIAL EDUCATION

Originally Titled

HOME STIMULATION OF HANDICAPPED CHILDREN

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RATIONALE

The Professional Guide is designed to assist the discussion leader of the Parent/Child Home Stimulation Classes. Content reflects the materials, forms and background reading for the twelve weekly sessions.

During some sessions, the discussion leader may find it helpful to invite a consultant. Psychologists, speech and hearing clinicians and consultants for Learning Disabilities have participated. Community personnel, ministers, teachers, nurses, etc., with interest in preschool education have also served as consultants. Thus, parents have the opportunity of meeting people who work with children in their local district.

In these cases, the discussion leader usually:

1. Evaluates the previous toy
2. Demonstrates the learning episode
3. Previews the next session
4. Introduces the consultant

The materials in this Guide should be previewed by each consultant before conducting a session.

SESSION I - OVERVIEW

DISCUSSION GUIDE

Introduction

A. Goals, Objectives, Activities, Evaluation

B. Materials Needed

I. Getting Acquainted

A. Name Tags

B. Free Discussion

C. Playroom - Children

II. Overview of Parent/Child Home Stimulation Program

A. Slide-Tape Presentation Narrative

B. Discussion

C. Parent/Child Manuals

III. Demonstration of Learning Episode

A. Toy

B. Role Playing

C. Questions - Answers

IV. My Workbook

V. Preview of Responsive Program

A. Assignment

B. Discussion

VI. Forms and Records

SESSION I TOPIC OVERVIEW

GOAL	OBJECTIVES	ACTIVITIES	EVALUATION
I. Relax parents by getting to know other parents in discussion group	I. Parents will talk to each other in small groups of 2-3 for 10 minutes. A. Parents will introduce themselves or their friend to the group.	I. Getting Acquainted (20 min) A. Name Tags - Forms B. Free Discussion C. Playroom - Children	
II. Inform parents about the total program. (1) preschool program (2) discussion sessions (3) home learning episodes	II. Parents will attend slide presentation.	II. Overview of Parent/Child Home Stimulation Program A. Slide-Tape presentation (30 min.) B. Discussion (30 min.) C. Handout notebooks	
III. Parents will look forward to next week	III. Parents will role-play the parent/child at home with sound cans.	III. Demonstration of Learning Episode (20 min.) A. Toy B. Role Playing C. Questions - Answers	
	IV. Parents will work with child on story-telling/art projects for twelve weeks.		IV. Demonstration of MY Workbook
	V. During the week ahead, parents will fill out worksheets for home assignments for Session 2	V. Preview of Responsive Program (10 Min.) A. Assignment B. Discussion	V. Record number of attending Session 2 and number of class members that complete assignment.

SESSION I - OVERVIEW

DISCUSSION GUIDE

Materials Needed:

1. 40 - 50 3"x 5" index cards, 25 straight pins, 25 safety pins, 3 - 5 felt markers for name tags
2. Forms for attendance
3. 20 Parent Discussion Manuals
4. 20 sound can sacks
5. Slides and tape box
6. Slide projector
7. Tape recorder
8. Extension cord and adapter
9. Screen (paper & tape)
10. Coffee supplies
11. 20 - My Workbook

I. Getting Acquainted

As parents come in, meet them and introduce yourself. Have a table set aside with index cards, felt tip markers, etc. After they have made their name tag, encourage parents to talk to each other while you pass the attendance sheet around for name, address, phone number and names and birth dates of children.

After ten minutes then introduce yourself to the group and preview the session.

Ask each parent to introduce themselves by telling their name and something about their children.

ENROLLMENT FORM

Place _____ Date _____ No. Completed _____

	Name	Address	Phone	Children
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				

After going around the group (preferably in a circle) conclude this part of the program by talking about the preschool playroom.

"We really appreciate the preschool playroom and we know you will too. Many volunteers help us with our program. It is very important that you help your child look forward to the playroom by preparing them at home. Talk about the playroom. What they will do and play, etc. Make this sound important for your child and alot of fun. After you take your child to the playroom, then leave and don't show hesitations or regrets. Don't be embarrassed at crying. It doesn't bother the rest of us so don't let it embarrass you. In fact, at a certain age crying is a very natural response of dependence on mother, but it all depends on how much experience the child has outside the home playing with other children, etc. Remember the playroom is one of the three parts to the total program and not just a place to keep the children while we talk.

Today we want to learn about the parent-child project: What it is. What it does. What it has to offer you as parents. What are the benefits for your children?

This slide-tape presentation was prepared by Area Education Agency 6 staff and presents an overview to the program Be thinking of questions during the presentation, and we will have a discussion following the slides."

(Script has been included for preview before the session).

OVERVIEW OF THE MARSHALLTOWN PARENT/CHILD HOME STIMULATION PROJECT

A SLIDE-TAPE PRESENTATION

Slide Notes

Suggested Narrative

My name is Mike. I have cerebral palsy. They tell me I am at least of average intelligence. I am 8 years old and a student at Pleasant Hill. When I was of preschool age, no child intervention program existed. If there had been, maybe I'd be in third grade now. I haven't been to first grade yet.

Music.

Martin Luther King said, "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character. I have a dream that human interaction will be transformed into a situation where little black boys and black girls will be able to join hands with little white boys and girls and walk together as sisters and brothers."

As Kennedy paraphrased George Bernard Shaw, "Some men see things as they are and say why: other men dream dreams that never were and say why not."

The Area Education Agency 6 staff presents the Parent/Child Home Stimulation Program for preschool children. This program is a component of the Marshalltown Project.

Mike Donahue, originator of the program, suggests that parents in this program all share one thing in

common--a desire to see their children achieve to the best of their ability. Achievement is reflected by performance in areas such as motor skills, social adjustment, emotional stability, concept formation and general development.

When a child is very young, it is sometimes difficult for parents to realize the importance of their role as the child's first and most important teacher. Every interaction is a critical learning experience for the child. Research studies indicate that as high as 80% of mature intelligence is developed by age 8. This suggests that early experiences in the home are important to the total development of the child.

Parents then, by chance or by design, are thrust into a unique position of being the most influential teachers a child will ever have. Their task is to provide experiences that come before a child is ready for academic skills, such as reading, writing and arithmetic. It is during these formative years a child's curiosity is nurtured. He learns to learn with joy, enthusiasm, self-confidence and independence. Emphasis is placed on personal-social development during these precious years. A child's future success in school depends as much, or more, on what the parents do in the home as on what the teachers do in school.

Play is a child's work. He is always learning by seeing, tasting, feeling, smelling, hearing and copying with the objects that surround him. He learns by experiencing his environment.

Learning is enhanced by repetition and practice. Guidance can be provided by investigating the child's favored activities.

Since play activities are major contributors to early learning, this particular area has been emphasized in the parent child program.

The program itself is divided into three sections:

1. Classroom participation. Each week parents discuss various topics such as discipline, creativity and language. The parents share techniques, discuss problems and solutions in dealing with their children. A psychologist, special education teacher, speech therapist or interested consultant is invited to attend. Toys as learning tools are explored. Game approaches are used. Large and small group participation is encouraged.

2. Parent/Child home toy sessions. Various toys are used to promote concept development in the weekly learning episodes. These toys are checked out of the toy library and assigned to parents for home use. Concepts are discussed, rules explained, and practice sessions are held. Primary emphasis in this system is placed on the one-to-one adult-child relationship which occurs.

3. Parents appreciate the preschool playroom offered during the classes. While the parents attend the sessions, their children enjoy games, toys, story hours, etc. These experiences enhance the educational and social readiness of the child. After completing the sessions, many mothers volunteer to work in the playroom during the next series of classes. They have the advantage of being able to put into practice many of the techniques they have learned from the program.

Music.

Major themes to be found in all twelve sessions are the importance of a responsive environment and the resulting positive self-concept occurring to the child.

Childhood is a time when the responsive and eager to please child finds his unique doorway to hope his own concept of who he is.

For us, as parents, the responsive environment within the home is an atmosphere whereby learning occurs when we respond to the child rather than having the child respond to us.

The chance to learn in a responsive environment encourages intellectual development. It also builds the individual's self-confidence. Freedom to explore and to make discoveries at his own pace and in his own way is a definite step toward positive self-concept.

The responsive program is directed toward preparing a child for success in the classroom, yet it looks beyond school toward the adult who will emerge. It aims to set the child on a course that will strengthen his self-concept all through his life.

Music.

The topics, behavior modification and self-discipline, provide assistance to parents in dealing with problem areas. Self-discipline is important because it helps a child achieve self-control, which is an emotional and maturity indicator.

Behavior modification stresses the premise that all behavior is learned, both the good and bad. Inappropriate

behaviors can be unlearned in the home through consistency and the proper use of reinforcement. Desirable behaviors can be learned. From the program, parents learn to become change agents.

Music.

I've never seen a lazy kindergarten child. Children age 0-5 seem to be naturally curious. Curiosity is the key to creativity. Parents are asked to expand and utilize their own creativity--the premise being creative parents yield creative children. This session will deal specifically with creativity--home, school and social inhibitors are reserved and discussed.

Music.

Recognition is given to the importance of language development in children. Language is important as a system of communication, a way of sharing ideas and information with others. Perhaps more important is the relationship of language and thought. Words are the tools of thought. We welcome the challenge of assisting parents and providing their children with this important skill -- language.

Music.

Sessions are included which deal with the development of the child's sensory and motor systems. Sensory systems must be intact so that the child can see and hear. We often fail to recognize that it is also important that a child learns how to look and listen.

Moving rhythmically and gracefully is pleasant to watch

and do, but it is also important to the development of laterality, auditory perception and reading readiness.

Concern for the whole child; getting all systems ready for the count down to school; putting it all together is a recurrent theme in the program.

A faulty assumption often held is that creative and educational toys must be elaborate and expensive. Our toys and games are considered to be merely instruments promoting generalization of concepts. If a toy is limited in scope, for example, promoting the learning of a few geometric shapes or colors, parents are encouraged to rely on their own imagination and expand this idea even to the extent of developing toys of their own.

Music.

B. Discussion (30 minutes)

Allow the group to ask specific questions about the program. If the group is hesitant about asking questions, here are some general questions regarding the concepts involved in the program:

1. In what areas of home education can the father play the most important role?

2. What areas can be best handled by the mother?

3. Is it unrealistic to expect the school to correct child problems neglected in the home?

4. Does a child receive as much enrichment from reading a mail order catalogue as he would from reading "Peter Pan?"

5. Should you praise a child's specific accomplishments or his general level of performance?

6. What is the difference between a child who is "spoiled" and one who has a lot of toys and material goods?

7. If your child comes to you with a question about his homework, do you think he will be disillusioned if you say you don't know the answer?

8. Do you think "showing off" is just part of growing up?

C. Handout Parent Discussion Manuals

After approximately 30 minutes of discussion, then hand out the Parent/Child Discussion Manuals. Have class members sign the card in the front of the manual and return it.

These manuals are checked out to you on a loan basis from the Toy Lending Library. They contain game instructions, materials, party ideas, and many items that make it a great reference book for your home. Complete 14 of the assignments then you may keep the manual for your use; otherwise, it remains property of the library.

The first assignment is "Questions asked at the beginning of the course." Sometime this week, we would like for you to fill in the questions as your personal inventory regarding some of the concepts we'll be talking about during the session. Each week we record those members that hand in the assignment.

The other topics in session one include: a capsule history of the Parent/Child Program, several pages of readiness activities which were compiled by an elementary principal as readiness skills a child should be familiar with before entering first grade and the Toy Lending Library. If any of you would like to visit the library, it is always open, 8-5 P.M. at 507 East Anson, "The Marshalltown Project." If you attend seven of eleven weekly sessions, then you will be given your own library card and be eligible to check out toys from the library. Notice the attendance sheet in the beginning of the Manual.

III. Demonstration of Learning Episode

Now turn to the instruction for the "sound cans." Let's get in groups of two and go over the directions with each other. In a few minutes we're going to role-play and demonstrate how this learning episode might go after you get home.

(Give the group 5 minutes to look over the directions, then ask for volunteers to demonstrate parent and child at home playing with the sound cans.) During the time they are looking at the directions, hand out the sound cans, have the parent sign their name on the card and return it to the discussion leader.

IV. My Workbook

My Workbook is a continuation of each of the weekly learning episodes. This project helps the child to relate the activity of the learning episode to another form of expression - art.

Asking the child to talk about his drawing encourages creative language experiences through story-telling. Recording and reading these stories to the child stimulates memory development.

WORKBOOK INSTRUCTIONS

Purpose: To help the child relate the activity of the learning episode to another form of expression and encourage creative language experiences.

WORKBOOK INSTRUCTIONS (Continued)

General Instructions:

1. After each learning episode ask your child if he wants to draw some pictures in the "workbook".

2. Record drawings in "workbook" three times a week.

3. You should stop the game when your child seems to loose interest.

Specific Instructions:

1. Give your child the "workbook" and preferably a soft lead pencil for drawing.

2. Ask your child if he wants to draw a picture about... color blocks or something related to the learning episode.

3. If he wants to draw, let him do it himself. Help him only if necessary.

4. When the drawing is finished, ask him a question that will require more than a "yes" or "no" answer. For example: "Tell me about your drawing" ... "Tell me a story about this drawing" ... "Tell me what you see in the drawing."

5. If he says it doesn't look like anything talk about one or two items in the drawing or talk about the learning episode naming items ... color blocks, sound cans, etc.

6. When your child starts talking about the drawing, print his remarks "exactly as he says them" on the opposite page. Don't add or delete remarks. Don't worry about how it sounds or if it makes sense; just write down what the child says.

7. If the child seems interested in what you are writing, read to the child what you have written, pointing to the words as you read. (Let your child read to you, if he can read the words.)

8. If your child likes the idea of writing down what he says, ask him if he wants to make up a story about the drawing. As he tells you the story, print it on the opposite page. (You are writing and child is looking at the drawing at the same time).

9. Do not critize any part of your child's story. If the story does not relate to the learning episode, do not say anything to the child that might stifle his creativity.

WORKBOOK INSTRUCTIONS (Continued)

Specific Instructions (Contd.)

10. Depending on the age, let your child print part of the story, if he wishes. Then read the story together.

11. Keep the activity enjoyable. Stop whenever you or your child get bored or tired. Do not make your child think he must talk about the picture, or make up a story, or read. or write. Wait for another day when he may be more interested.

(Sample Page for Storytelling)

Write your child's comments or stories, descriptions, etc., here:

Learning Episode _____ Date _____

(Sample Page for Art Work)

NAME _____ AGE _____

LEARNING EPISODE _____ DATE _____

Conclusion:

My workbook can contain as many pages for storytelling and art work as desired. Covers may be designed by a preschool child. A "Sample" certificate is included in Session XII to be awarded to preschoolers who complete a majority of the pages.

V. Preview of the Responsive Program

Turn to the assignment sheet for the Responsive Program.

You may answer these two questions for next week. This is the second home assignment.

Answers may vary and you can read ahead for the answers. If you complete the assignment before or during Session II, you'll get credit toward earning your manual.

Turn to the "Learning Episode Evaluation" Form. Each week we aks parents to keep a record of the number of times a day you and your child play the game. For example, put an "x" above Monday and opposite the number of times -- "3".

Post your evaluation form in a convenient place and mark it each day.

Evaluations are handed into the discussion leader at the beginning of each session. For those who hand in 7 of the 10 "Learning Episode Evaluations" a certificate of course participation and a complete inventory of the Toy Library will be awarded.

At the bottom of each form there is room for comments. Please make notes regarding variations in the game that you and

your child played, any special problems encountered, or unusual ways of using the game should be mentioned. Your comments will make these forms a valuable contribuion to the total program and the staff.

VI. Form and Records

1. "General Information Sheet" -- A concise method of recording vital information for each Parent/Child Class. Start with the place where the class will meet, the beginning date, day of week and time of day (usually for two hours). The third column records the name, address and phone numbers of the sitters for the playroom. Names of area newspapers, radio stations and dates of news releases are recorded. Publicity includes the number of letters and handouts given to the parents. It may be helpful to have someone designated to handle the phone calls for questions and enrollment. (Include the name and phone number in the publicity letters). Send the "Enrollment Form" to the person taking the enrollment by phone. Names and addresses of consultants asked to attend specific sessions should be noted. "Ditto" copies of the class schedule (meeting dates and consultants) and the "Calling List" (phone numbers and names of class members) are given to class members. In case of emergencies, classes are cancelled and each class member is asked to call the next person on the list.

2. Attendance Record -- Total number of parents attending the session is recorded each week of the Parent/Child classes. Since attendance awards are given on 65% of the first 11 sessions, session 12 was not included on this form. If attendance records of session 12 are desired, mark attendance in the right margin.

3. Objectives and Assignments Completed -- This form is marked after completion of each session giving the class members credit for handing in home assignments or completing projects during class time. The 20 projects are listed in the Parent Manual, Page 3.

4. Learning Episodes and Evaluations -- Develop a system for accurate count of all basic toys checked in and out by class members. After collecting the Evaluation Form from class members indicate (E) on the Learning Episode and Evaluation Form (evaluations were completed and returned to the discussion leader).

SUMMARY

Class Notebooks - accurate record keeping for each individual class may consist of a separate binder notebook for each class established. Contents: 1. Enrollment Form 2. Schedule of Classes 3. Calling List 4. Attendance Record 5. Learning Episodes and Evaluation and 6. Objectives and Assignment Forms. These forms are followed by all the Parent Evaluation Forms filed by name of toy. Class notebooks are indexed by class location (church name or town) and the date, (Fall, 1975).

GENERAL INFORMATION SHEET

Place	Date-Time	Sitters	News Release
	Beginning _____ Day of Week _____ Hour _____		

Publicity	Enrollment	Consultants	Dittos
Letters Handouts	Name _____ Phone _____ Form Sent _____		Class Schedule _____

Class _____ Attendance Record Date _____

Names of Members	Total	Session I	II	III	IV	V	VI	VII	VIII	IX	X	XI
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												
16.												

Need to be present at 65% of all sessions or at least 7 out of 11 to be eligible for library cards.

Class _____ Objectives and Assignments Completed Date _____

NAME	Total No. Completed	II 2	III 1	IV 2	V 1	VI 2	VII 2	VIII 4	IX 2	X 2	XI 2
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
13.											
14.											
15.											
16.											

Need to complete 70% of all assignments to be eligible for reference notebook (14 out of 20)

Class _____ Learning Episode & Evaluations Date _____

Name of Members	Returned Total	II Sound Cans	III Color Lotto	IV Number Puzzle	V Feely Bag	VI Shape O	VII Flannel Board	VIII Color Blocks	IX Pegs & Board	X Wood T Blocks	XI Stack Squares	XII Spinner Board
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												
16.												

Need to return 7 out of 10 learning episodes evaluations for certificate and toy library inventory.

SESSION II - RESPONSIVE ENVIRONMENT

Discussion Guide

I. Overview: Goals, Objectives, Activities, Evaluation

II. Introduction

III. Materials Needed

IV. Overview of the Responsive Program

- A. Definition
- B. Group Discussion

V. Conditions Parents Need to Provide for a Responsive Environment

VI. Major Objectives

VII. Goals for Responsive Parents

VIII. Film: "Children Play"

IX. Conclusion

SESSION II TOPIC RESPONSIVE ENVIRONMENT

GOAL	OBJECTIVES	ACTIVITIES	EVALUATION
To introduce parents to the concept of a responsive environment and help them discover ways they can provide this environment for their children.	IV. Parents will write a description of a Responsive Environ. A. Parents will discuss three ways to encourage their child to move from simple memory to more complex levels of thinking	IV. Overview of Responsive Environment A. Description (written) B. Group Discussion	A. Completion of Worksheet B. Participation in Discussion
	V. Parents will discuss the conditions necessary for a Responsive Environment as related to their child	V. Conditions parents need to provide for a Responsive Environment A. Free Exploration B. Self-Correction C. Self-Pacing D. Discovery Learning	A. Discussion
		VI. Major Objectives A. Develop Positive Self-Concept B. Develop intellectual abilities	
	VII. Parents will discuss their goals as responsive parents	VII. Goals for Responsive Parents A. Asking Questions B. Closure-Busting C. Convergent-Divergent Thinking	
	VIII. Parents will watch the film and identify characteristics of the Responsive Environment	VIII. Film: "Children Play" A. Discussion B. Identify Problems	A. Interest shown and resulting discussion
		IX. Conclusion	

II. Introduction

A. The goal of presenting the principles of a responsive program is to introduce parents of preschool children to the importance of creating a responsive environment for their children and help them discover ways they can provide this environment for their children.

B. This session will focus on the responsive environment within the home since parents will primarily be responsible for structuring these experiences.

It will be particularly important during the presentation of this session to be responsive to the parents at all times. Listen to all their questions and encourage class participation in the response. Use the discussion questions to lead them into expressing their own view points. Remember not to let one person dominate the group. Encourage the other side of a controversial issue to be discussed. This is the essense of a responsive environment.

Emphasize that the theme of the responsive environment is consistent throughout the total program. i.e.,

Toys as learning tools

Developing a positive self-concept

Discipline

Behavior Modification

Language Development

Creativity

Sensory training and motor development

III. Materials Needed

A. Toy or game of the week -- enough for group

B. Pencils

C. Visuals of the various discussion points (overlays, posters, charts)

D. Extras of assignment sheet

E. Film "Children Play"

1. Projector
2. Screen or paper and tape
3. Extension cord
4. Adapter

IV. Overview of Responsive Program

To the Parents:

The Responsive Environment within the home is an atmosphere whereby we respond to the child rather than having the child respond to us. This is a process we develop and become more aware of by using it daily. Through its use we assist the child in developing intellectually, as well as socially and emotionally.

V. It is up to us (adults) to provide a responsive environment for the child to grow and learn. Some conditions the adult must satisfy include:

A. Free Exploration: This permits the learner to explore freely anything he can see and reach. How do you feel about this? Should all items be placed out of reach and will a child learn self-limitations?

B. Self-Correction - The environment includes responsive people and materials which inform the learner immediately about the consequences of his actions.

Discussion: What materials can you think of which provide this immediate feedback?

C. Self-Pacing - The child is allowed to set own pace. He can stay with an activity as long as he wishes without being told to change. If there is a group activity in progress, he may choose to join the group or not. Children accept group activity play at different stages.

Discussion: How do you feel about this? Where does "encouraging" end and "pushing" begin?

D. Discovery Learning - The child is given time to discover things for himself. This permits the learner to make full use of his capacity for discovering relations of various kinds. Its structures are such that the learner is likely to make a series of inter-connected discoveries about the physical, cultural or social world.

Discussion: What sort of things could you do to provide for "discovery learning" at home? Does your school use this technique?

VI. There are basically two major objectives to the Responsive Environment.

1. Help the child develop a positive self-concept, as it relates to learning about himself, the home and future schooling.
2. Help the child develop his intellectual abilities, specifically his problem solving abilities.

Considering his intellectual development, the programs concentrate on four areas of importance.

1. These programs help a child develop his senses and perceptions - these are the raw materials for thought.
2. A child must develop his language skills because language is the tool for thought.
3. The ability to form concepts become important because concepts help organize thoughts.
4. Finally, they develop problem solving ability because problem solving is the purpose of thoughts.

The parent or adult must begin by structuring the environment to provide problems for children to solve. This is basically one process of the educational games provided at the end of each session. One important aspect is to help a child learn by asking questions in such a manner that they will lead him to ever-increasing discovery and new questions.

VII. Let us consider three goals we can work toward as responsive parents:

1. Encourage your child to talk more by asking questions that by their nature offer greater stimulation for the child to converse.

   Try such phrases as:

   "All you can remember"
   "All you know"
   "What you saw"

2. "Closure-Busting" - This process is basically stimulating the child to move to solutions of new questions, rather than letting him be completely satisfied with a given answer. This process works well, if you are classifying objects or making generalizations.

   Have the parents group these objects according to fish, birds and animals that live on land, illustration of closure busting.

   "Ask for other groupings"

   Warm or cold-blooded
   Domestic or wild
   Animals we like or don't like

   Another example of "Closure Busting" is providing new information, after the child thinks he has the answer.

   Key phrases to remember here are:

   Can you think of another way to rearrange them ...

   What else could have happened ...

   What do you think would have happened if ....

3. Help your child move from simple memory or recall kinds of responses to more complex levels of convergent or divergent thinking and to responses involving judgments or evaluations.

Convergent Thinking - putting together a variety of information in such a way that it leads to one answer or one set of answers.

Divergent Thinking - produces many possible ideas or solutions.

Evaluation Thinking - information that is recalled from memory or produced either convergently or divergently is often evaluated as to correctness, soundness, or other criteria. This helps the child to know and accept his feelings about what he is doing and thinking. The child is asked to make a judgment based on his personal reactions.

As you develop skills in asking questions, children will develop thinking skills. The more imaginative you can be in conversing with your child, the more creative learning and problem solving will take place.

VIII. Introduce Film "Children Play". Have each parent look for several of the different ideas presented thus far in the responsive environment, i.e.

A. Child responding verbally more than parent

B. Free exploration

C. Self-correction

D. Self-pacing

E. Discovery learning

F. Divergent thinking

G. Convergent thinking

H. Evaluation thinking

Stop the film from time-to-time to discuss these particular points with the parents. Be critical of the film and search for ways, with the parents, to solve these problems.

IX. Conclusion

The chance to learn in a responsive environment is a great stimulus to intellectual development. It is a reinforcer of the individual's self-concept. Freedom to explore and make discoveries at his own pace and in his own way is a definite support to the child's self-image. Competition becomes no threat to his pride. The child is not compared with others who are better or worse than he.

Individuality is encouraged.

The Responsive Environment provides for as much success as possible. With so much freedom to pick and choose activities, a child will occasionally choose things that are too difficult for him. In this case it is up to the parent to be a skilled observer and recognize frustration and a potential failure - situation. Here the parent should direct the child's attention to another task, one which he can master but still of a challenging nature.

The Responsive Program is directed toward preparing a child for success in the classroom, yet it looks beyond the school years toward adulthood. It aims to set the child on a course that will strengthen his self-concept all through his life.

The Responsive Environment is only one of several programs to be presented. Each session will be discussed individually but all are interelated in the total program to accomplish the ultimate home atmosphere. "A Responsive Environment."

SESSION III

TOYS AS LEARNING TOOLS

DISCUSSION GUIDE

I. Overview: Goals, Objectives, Activities, Evaluation

II. Introduction

III. Materials Needed

IV. Discussion: "The Value of Play"

V. Suggested Activities

VI. A Word of Warning

SESSION III — TOPIC TOYS AS LEARNING TOOLS

GOAL	OBJECTIVES	ACTIVITIES	EVALUATION
To lead parents in a discussion of the value of play and to examine criteria for choosing toys and activities.	A. Parents will list some examples of the value of play and will do two or three activities at home before class.	I. Toys as Learning Tools A. Assignment Sheet B. Discussion of the value of play. 1. Expression of emotions 2. Developing self-concept 3. Social integration 4. Language skills 5. Motor coordination C. Kinds of toys D. Environmental needs	A. To be completed before class or during class B. Group Discussion
	A. Parents will examine and discuss criteria for choosing toys and activities. B. Parents will exchange ideas on homemade toys and items that can be used as toys for preschoolers.	II. Idea Section A. Household Throw-aways B. Criteria for toy selection C. From A-Z D. Mother's Helpers E. Toy suggestions for infants to eleven year olds	A. Discussion B. Exchanging ideas C. Discussion

SESSION III

TOYS AS LEARNING TOOLS

II. Introduction

When presenting toys as learning tools, remember to include the goals of responsive environment: 1. to develop the intellect and 2. to develop the child's self-concept. Also review conditions which the parents can provide:

1. Free-exploration
2. Self-correction
3. Self-pacing
4. Discovery learning

If presenting the film, "4's and 5's in School", then point out the responsive environment and values of what the children are doing in their play.

In play, a child learns what the world is -- what is wet, what is dry, what hurts, what can be lifted and pushed, what makes things stop and go, hold together, fall apart, and what jobs require calling for outside help. They learn these things through their senses -- by feeling, tasting, smelling, seeing and hearing.

There is no such thing as idle or aimless play. Children seek to discover the basic dimensions and operations of the actual world, learning its space time properties and physical relationships which must be mastered for living in the world. They seek what is essential to their growth and muscular strength and skills.

A baby's random movements and a child's seemingly aimless activities are the earlist methods of learning. A baby watching a mobile is exploring with his eyes. A two-year old tearing papers is developing eye-hand coordination and is satisfying his curiosity about things around him. When we say an adult is creative, we imply his work exhibits unusual inventiveness.

Anyone who has observed children at play can quickly see this play is hard work. Suzie sits digging in the dirt with a metal spoon, scraping and scooping until she hits a large stone. She may spend an hour digging around the stone with her spoon, or she may get a small shovel and solve her problem in a few minutes. Adults are confronted with this kind of problem-solving task daily. Patterns for mastering such tasks may very well be laid in the preschool years.

III. Suggested Materials

A. Transparencies from the Visual Products Division,

3M Company, Minneapolis, Minnesota

"Importance and Selection of Toys"

(Home Economics #20, Printed original Cat. #378
Prepared color transparency Cat. #878)

B. Film - "4's and 5's In School"

1. Projector
2. Screen (paper and tape)
3. Extension cord and adapter

C. Samples of homemade toys and items used as toys (blocks made out of milk cartons, sailboats made from the styrofoam platters that meat is sold on, drums made from 3 lb. coffee cans with plastic lids on both opened ends, etc.)

IV. Some Values of Play

1. Expression of feelings

   A. In various situations they express

      1. Happiness
      2. Anger
      3. Frustration
      4. Relaxation

   B. The children whose language skills are not yet developed need to release emotions through other means.

      1. Coloring, scribbling
      2. Building, knocking down, throwing
      3. Cuddling, (dolls, stuffed animals)
      4. Music, finger painting

2. Development of a <u>self-concept</u> as child achieves and creates

   A. If Sally has mastered stacking rings in order on a peg, yet continues working on it, she may be expressing that she is pleased with herself. (This is one vital reason for allowing self-pacing. Sally can work at something she can do for as long as she likes, thus improving her concept of herself!)

3. Social integration

   A. Certain types of materials such as blocks, dolls and dress-up clothes encourage social learning through cooperative play.

   B. Children learn to accept and be accepted.

   C. The frightened or withdrawn child may become quite sociable with the introduction of a new and appealing toy by a helpful adult or playmate.

4. Improvement of language and communication skills

   A. Dramatic play usually requires a child to communicate verbally, yet is a subtle, non-threatening means to induce language from the very quiet or shy child or a child with a speech problem.

   B. Clay, hand puppets and certain other toys seem to have a magical tongue-loosening quality about them.

5. Improvement of motor coordination and body awareness

   A. Through play, children learn how their bodies move and where they will move to.

   B. Develops a reference point to the world about him. (Motor learning becomes vital to later learning).

   C. Develops body awareness through the senses

SUMMARY

It becomes the task of the parents and interested adults to provide interesting and stimulating materials for children's use. This takes a certain amount of creativity and ingenuity on the adult's part. These toys or materials need not be expensive - in fact, many resources can be found in the home.

There are always those times when we have long waits, rainy days and sick days that are hard for children and parents. The solution: "A Surprise Bag" (a shopping bag or any kind of sack filled with those little things that would delight most children.)

Keep this filled and ready to use at all times. Include something the child cherishes such as a stuffed animal or his blanket if you are leaving the house. This can be comforting in strange surroundings.

If Johnny has had a "bad day" or is going to have a sitter, let him dip into the surprise bag for a "Special Surprise."

V. Suggested Activity

Consider criteria for buying a toy. Divide the class into three or four groups. Send them on an imaginary shopping trip for toys. Let them choose several items they would buy for their children. Have each group share their purchases and reasons why they chose what they did.

VI. A Word of Warning

1. If play becomes too serious it is no longer play.

   A. Play is more than an aid to specific school learning.

   B. Play should not be manipulated by adults.

   CHILDREN CAN AND DO LEARN SPONTANEOUSLY!

2. Adults can discourage creative play by imposing adult standards.

   A. Children need to play games without adults interfering. They need to write and paint and act without having their work improved upon by well-meaning adults.

   B. Too much adult interference can discourage a child's self-concept and imagination.

3. Parents need to be aware of toys which can be overwhelming and frustrating to children.

   A. If a child becomes frustrated he may stop experimenting.

   B. A child may not be satisfied for long with anything if he becomes overwhelmed by having too many toys.

   C. A strict rule about only having one thing out at a time may stifle creativity.

   D. Little odds and ends in a child's toy box that seem useless and worn out to you may be important to a child. Such items should be saved. They can allow for more creative play than many of the new commercial toys.

E. One of the best ways to destroy creative play and keep learning experiences at a minimum is to stereotype toys as to what a girl should play with and what a boy should play with. The most valuable learning can take place when the child is free to choose any kind of toy or activity.

SESSION IV

CREATIVITY

DISCUSSION GUIDE

I. Overview: Goals, Objectives, Activities, Evaluation

II. Introduction

III. Materials Needed

IV. Overview of Creativity

- A. Assignment
- B. Be Aware of Curiosity

V. Creativity at Work

- A. Transmitting Creativity
- B. A Key to Creativity
- C. Suggested Class Activities

VI. Films

VII. Discussion of Creativity

VIII. Summary Quiz

IX. Forms

SESSION IV TOPIC CREATIVITY

GOAL	OBJECTIVES	ACTIVITIES	EVALUATION
Parents will realize that the reinforcement of creative expression (curiosit) and the provision of a stimulating environment will assist the child in the development of creativity.	A. During the previous week a major ty of the class members will have observed curiosity, reinforcement and creativity.	IV. Overview of Creativity A. Assignment Sheet B. Be aware of curiosity	IV. Number of class member who observed: 1. curiosity 2. reinforcement 3. creativity
	A. Class members will answer worksheet questions. B. Parents will discuss aspect of creativity	V. Creativity at Work A Transmitting Creativity B A key to creativity	A. Worksheet B. Discussion
	VI. Class members will discuss their ideas on creativity after viewing the film.	VI. Film (Suggestions) A "Why Man Creates" B. "The Small World of the Nursery School"	
	VII Class responses will indicate positive a itude about their creat ve ability.	VII. Discussion of Creativity	VII. Discussion
	VIII. Class members will respond posi ively to all five questions.	VIII. Summary Quiz	VIII. Five question quiz evaluating positivene of presentation.

SESSION IV

CREATIVITY

II. Introduction

The following Session is based upon the premise that creativity stems from free exploration and expression, when the individual is appropriately stimulated, and then reinforced. This unit is a guide. Supplemental methods may be used to convey stimulation of creativity and free expression. Attempt to break away from traditional educational procedure. Habit strength is necessary to learning, but can be detrimental to free expression and creativity. By reinforcing creative expressions and providing a stimulating environment, the parent can more closely realize their learning and expressive potentials.

III. Materials Needed

A. Record player or tape recorder

B. Tape or record of music for creative class activities

C. Cord

D. Adapter

E. Transparencies or appropriate art work, posters, etc.

F. Overhead projector

G. 16 mm Projector

H. Screen

I. Film : 1. "Small World of the Nursery School"
Educational Coordinates
29 minutes - color - 1970
(or)
2. "Why Man Creates"
Pyramid Films, Inc.
29 minutes - color - 1968

IV. Overview of Creativity

A. Assignment Sheet - May be done before or during class, but should be used at the beginning of session as an introduction to the relationship between curiosity, reinforcement and creativity.

B. "Be Aware of Curiosity" - Read aloud or discuss with the class. Invite comments.

V. Creativity at Work

A. "Transmitting Creativity" - Read, silently, aloud or by turns and comment, using the following questions:

1. What is creativity?
2. Why do people create?
3. What are some creative activities that man kind has been involved in?
4. How do mental sets and rules stifle creativity?
5. Is it better to say yes or no to your child?
6. What is the best resource your child has to foster creativity?

B. "A Key to Creativity" - Have the class read this selection as an exmple of creative effort. Ask them for their feelings after reading it. Do they feel that it was creative? Do they think they could do as well? What about the poem? Read the poem aloud. Encourage comments.

C. Suggested Class Activities - Parents should select one of the activities to do and present to the class. Allow teams if desired, presentations should be evaluated for creative effort.

VI. Film Suggestions

A. "Why Man Creates"

Demonstrates the nature of the creative process and the variety, richness and importance of creative vision.

Introduce the film with an admonition to the class that they be aware of the ways that creativity is fostered and encouraged. After showing the film discuss the examples of creativity that were shown. Another suggested film is ...

B. "The Small World of the Nursery School"

This film discusses some of the questions that should be considered in establishing a preschool environment. While activities of children in a nursery school are shown, teachers from various schools discuss philosophies, activities and environments provided by the schools.

Introduce the film with an admonition to the class that they be aware of the ways that creativity is fostered and encouraged. After showing the film discuss the examples of creativity that were shown.

VII. Discussion of Creativity

1. How do you feel about the statement, "Creative parents yield creative children?" Why?
2. How can creativity be fostered or stymied by society? School? Home?
3. What is self-discovery learning? Does your school encourage it?
4. How do you defeat the creative use of materials?

5. Why is curiosity useful in teaching creativity?

6. What are you going to do to foster creativity in in yourself and your family?

VIII. Summary Quiz

Collect and record positiveness of class responses to the quiz of a + or 0 on record sheet.

The following quiz considers the five main points to this presentation. Ask parents to mark + or 0 as agree or disagree with these statements. At the end of the quiz - collect the parent's responses. Record the class positiveness to the quiz on the "Session IV Creativity Evaluating Positiveness" Form. File in the class notebook.

C R E A T I V I T Y

ANSWER THE FOLLOWING FIVE QUESTIONS WITH A + (yes) or 0 (no)

1. Do creative parents yield creative children? _____

2. Do the following three institutions: home, school and society to some degree, inhibit creativity? _____

3. Is reinforcement of natural curiosity an important key to the development of creativity? _____

4. Do you possess creative potential? _____

5. Should a child's environment contain materials conducive to the development of creativity? _____

SESSION IV: CREATIVITY
EVALUATING POSITIVENESS

Site _____

Date _____

Question	Class Members: 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1. Do creative parents yield creative children?																					
2. Do the following three institutions: Home, School, Society to some degree inhibit creativity?																					
3. Is reinforcement of natural curiosity an important key to the development of creativity?																					
4.Do you possess creative potential?																					
5. Should a child's environment contain materials conducive to the development of creativity?																					

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SESSION V

SELF-CONCEPT

DISCUSSION GUIDE

I. Overview: Goals, Objectives, Activities, Evaluation

II. Introduction: Developing a Positive Self-Concept

III. Materials Needed

IV. Developing a Self-Concept

- A. Assignment Sheet
- B. What is a self-concept?
- C. How does a self-concept develop?

V. Areas that keep a self-concept from thriving

VI. Areas in which parents can reinforce a child's self-concept

VII. Ways parents can help children move from dependent to independent behavior

VIII. Summary

SESSION V TOPIC SELF-CONCEPT

GOAL	OBJECTIVES	ACTIVITIES	EVALUATION
To define self-concept. To consider the importance of various situations that affect the self-concept both positively and negatively.	A. Parents will write a definition of self-concept: they will also write an example of an experience which will help develop a positive self-concept and one which would be harmful.	IV. Developing the Self-Concept A. Assignment B. What is Self-Concept? C. How self-concepts came about. V. Areas that keep self-concept from thriving A. Experiences that never happen. B. The IF of doom C. Weighing the risks, etc. VI. Areas in which parents can reinforce the child's self-concept.	A. Discussion and completion of assignment.
	A. Parents will identify experiences that influence their child's self-concept.	A. Reliance on others B. Awareness of problems C. Awareness of readiness, etc. VII. Ways parents can move from dependent to independent behavior. A. Sense of Achievement B. Opportunities & Failure C. Individual differences, etc. VIII. Summary IX. Films	A. Interest in group discussion

SESSION V

SELF-CONCEPT

II. Introduction

A. What is the self-concept?

B. How self-concept develops

1. Positive experiences

2. Negative experiences

3. Discuss illustration of weak self-concept

C. Areas that keep the self-concept from thriving

1. Experiences that never happen

2. The "IF" of doom

3. Weighing the risks

4. Experiences that hurt

5. Confusing experiences

D. Areas in which parents can reinforce the child's self-concept

1. Reliance on others

2. An awareness of what constitutes a problem for a child

3. Awareness of the child's readiness or lack of readiness for particular tasks

4. Valuing the child for himself and not for his skills

5. Protection against danger

E. The child from dependent - to - independent behavior and ways the parents can assist

1. A sense of achievement

2. Opportunities and failures

3. Individual differences

4. Imitation

5. School days

6. A sense of responsibility

NOTE

More than likely, all of the material in this session will not be completed. The important thing is to LET PARENTS DISCUSS THE VARIOUS SUBJECT AREAS. Your main function will be to keep the discussion moving and to tie the communication together at the end of the discussion.

III. Suggested Materials

A. Transparencies

B. Films

1. "Claude" (Pyramid, 1969, 3 min, color)

   A short animated film that could open up a discussion of parent/child relationships.

2. "When Should Parents Help?"

   Several daily situations are shown. Parents are asked if they should intervene.

3. "Jamie, the Story of a Sibling" (20 min, black & white)

   A film that brings out many principles of the developing self-concept.

C. Equipment

1. Projector

2. Screen, paper and tape

3. Extension cord and adapter

IV. Developing a Positive Self-Concept

A. Assignment Sheet

B. What is the Self-Concept?

The self-concept is a learned system of expectations a group of feelings about oneself based on his overall experiences. We know it is a psychological construct; it does not have a physical existence and has never been seen. The term "self-concept" is only a verbal symbol, a useful tool for summing up what a person feels about himself.

C. How self-concepts come about

Children are not born with an attitudes or value systems. These are learned processes of time. The roots of the self-concept take hold early in life and their original images of themselves are formed in the family circle. Children develop images of who they are in relation to the behavior of the people around them, particularly through the ways in which their behavior is received by the adults who are important to them.

An individual develops a concept with literally hundreds of thousands of experiences. The more experiences an individual has and the more responsive he is to them, the broader and more complex life will become. From this complexity we can forsee an individual who will be able to handle many of life's situations with a larger degree of tolerance.

Since the preschool child does not know where he ends and the world begins, he first experiences both self and world as one. He has no background of experience to lean on and to compare with present situations so his perceptions of the way he is treated affects his concept of self and the world.

The kind of self-concept children develop is a result of all their experiences. If two month old Billy spends most of his wakening hours being comfortable and if the responses to his cries of discomfort are fairly immediate, he will begin to develop the concept that the world is a pretty good place and that he must be a fairly good person to be kept this comfortable. If, on the other hand, his experiences are limited and frustrating and long periods of discomfort persist, then he will begin to develop the feeling that the world is "not so hot", that he doesn't rate and that he has little control over things.

Every child has some experiences that build his self-concept and some that tear it down. It is the total of these experiences that determine whether a concept will be strong or weak.

If a child lives with criticism, hostility, ridicule and shame most of his wakening hours, his lack of confidence in others could undermine his confidence in himself. This could set a pattern that would in the future, make it difficult for others to help him. Lack of confidence in people tends to isolate a person from the very sources that could bolster his self-concept.

V. Areas that keep the self-concept from thriving.

A. Experiences that never happen:

Evoking fear is an all-too-common method of managing children. The most usual way is through the use of threats:

"I'll spank you."

"I'll keep you in."

"I'll take away your toys."

"I won't love you anymore."

Threats of pain, deprivation and loss are perhaps the most common used against children. Many adults, certain that they never threaten children, would be astonished to learn that what they think of a solicitous warnings, are threats of experience that we hope to keep from happening:

"Look out."

"You'll fall."

"It will burn you."

"You'll get hurt."

Warnings of impending physical danger are uttered many times a day and can evoke fear in a child just as threats of the "I'll spank You!" type. True, children must be warned of real danger to themselves or others. Too often, though this type of threat becomes a reflex reaction to the child's natural desire to examine the world.

B. The "IF" of Doom

Children are constantly cautioned that IF you are not careful something terrible will happen.

"Mommy'll cry IF you get dirty"

"We'll go away and leave you IF you aren't good"

These statements of "IF" create confusion and frightening possibilities for children. Children learn that terrible things might happen to them IF ...

C. Weighing the risks

Children get experiences from experimenting, exploring and investigating. A certain amount of risk is involved. It is natural for parents to want to prevent unfortunate occurrances from happening. But that risk must be weighed against the risk of having a timid child who lacks curiosity and a sense of adventure.

Removing dangerous or "precious" objects, providing play space, suitable toys and safe adventures are far more constructive than threats and warnings. When warning is in order, it should not predict an experience that will never happen. Threatening to leave or to stop loving a child can fill him with unrealistic fears that could destroy his self-concept.

D. Experiences that hurt

If Craig touches the hot stove and is hurt by it, he will not touch it again soon because he is afraid of repeating the experience.

This is a simple example of how painful experiences can harm a growing self-concept. The principle is the same for both physical pain and fear. The effects of painful physical experiences can be far reaching. Suppose Jenny pets a dog, the dog snaps and she is frightened. Jenny may react in different ways.

1. Her fright may be temporary. She may be prepared to pet another dog, not immediately, but soon.
2. More Likely, Jenny may be afraid of dogs for some time to come.
3. Jenny's fears may extend to certain other animals that resemble dogs.
4. She may become afraid of all animals
5. Her fear may extend to teddy-bears or fur coats
6. If her fear generalizes, she may fear strangers or the dark.

A child who has a well-developed reliance upon the adult figure, and has support during physical and emotional pain, can better handle these situations.

E. Confusing experiences

If all self-concept stoppers are clearly unpleasant or disagreeable, they would be easier to deal with. Many experiences, though not noticeably unpleasant, somehow manage to complicate a child's relationships with people.

When parents are not prepared to let their child grow up, they tend to make things complicated for the child. Any new and healthy experience the child seeks out conflicts with the relationship between the child and the parent. The child is forced to make a choice. Will he avoid the new experience and remain safely tied to his parents' apron strings? Or, will he risk the parental disapproval and displeasure in order to seek out more new experiences?

Whatever the choice the results are bound to be damaging to the child's self-concept. Without new experiences, a child will lack the sense of achievement. If he cannot get along with his parents, he will lack the sense of security that is equally important for a healthy self-concept.

Even with the best efforts of parents, children will be exposed to confusing and painful experiences. Though some of these experiences are unavoidable, they need not be destructive to the child's concept of self.

VI. Areas in which parents can reinforce the child's self-concept

A. Reliance on others

Infants are completely dependent on the adults around them. From them they get physical care and the love that assures its continuance.

It is out of a secure reliance on others, out of a feeling that somebody will come when they are in distress, that children begin to develop self-concept.

B. An awareness of what constitutes a problem for a child.

Many adults often forget that routine activities and decisions for them may present thorny problems for a child. The nursery school youngster may have trouble buttoning his clothes. The schoolager may have great difficulty in budgeting his small allowance. Failure to solve these problems can be frustrating and may lower the child's confidence in his abilities to deal with the world around him.

If Jenny seems to be handling a problem competently, let her know she's on the right track. Personal success builds a strong self-concept. If she is having difficulties, tactful help from the parents may give her the extra strength needed to lessen the chances of frustration.

C. Awareness of the child's readiness or lack of readiness for particular tasks.

Parents need to be alert to their child's abilities. Forcing a child into activities or decisions he is not yet ready for increases the chances for failure and lessens the chances for a positive self-concept.

D. Valuing the child for himself and not for his skills.

Success in mastering skills can be a great boost to self-concept. Acquisition of skills should be encouraged with praise and approval. But not all children can acquire all skills. Susie may have no aptitude for music. Math may be something at which Johnny will never be more than passable, and Hal may be too small to be successful on the football field. Placing stress on the importance of music, math or football may simply convince these children that they are worthless and inferior.

E. Protection against danger.

Even minor pain can be frightening for a child, a broken limb or a severe burn can do serious damage to a self-concept. The individual can become timid, fearful and develop a negative self-concept because of the damaged area. Prevention is better than cure here, but if injury does occur or the child becomes ill, he should have all the attention and comfort he needs. This will help to lessen the frightening aspects of the illness or accident and will reinforce his own resources for taking the episode in stride.

VII. Ways parents can help children move from dependent to independent behavior.

As a child grows in years and inches, his independence should grow too. He is not expected to be completely independent of other humans. He is expected to take care of himself, make his own decisions and be a responsible adult in society. There is no fixed

age at which a child passes suddenly from dependence to independence. Even in the years when he is most dependent on others for a feeling of security, he needs opportunities for independence to sustain and encourage the beginnings of confidence in his own powers.

The following are areas to consider in the development of the child's self-concept and independence:

A. A sense of achievement.

Children obtain a sense of achievement in many ways, depending on their age, sex and interests. For a two year old, pushing the lawn mower from one side of the yard to the other may represent a feat that to the four year old will seem negligible. For the seven year old, mastery of a bicycle may provide all the sense of achievement that election to the high school honor society does for his fifteen year old brother. But the principle is the same: The child sets his sight on some task that is somewhat more difficult than anything of the sort he has done before and he derives a keen sense of achievement from performing that task successfully.

B. Opportunities and failures.

Failure, when it is the exception rather than the rule can be profitable.

Learning one's limitations as well as what one can achieve is important in the overall development of self-concept. Your child should know when he can be independent and when he must rely upon others for help. Failure must be compensated for by a

greater degree of success. A firmly established sense of independence makes it easier to ask for and accept help when one's own efforts are not successful. A child with a weak sense of independence, when confronted with a problem beyond his power to solve, might accept failure as evidence that he cannot cope with the environment.

C. Individual Differences

As children grow older, their interests begin to diverge more sharply. Girls will pursue different activities from boys. There will be wide range differences even within each sex group. It is important to understand and respect individual differences; to refrain from forcing the child into an activity in which he is not interested or for which he has no talent; and, to avoid comparisons between children.

Many parents use the technique of comparing one child with another in an effort to stimulate children to greater achievement. Mrs. Jones, for example, instead of encouraging her daughter's interest and talents, constantly compared her with her son. There are many things that Sally does well, but Mrs. Jones never referred to these. Instead, she would point out that Sally, who did not like to read, should make an effort to become as good a reader as George. Mrs. Jones expected too much. Her comparison was really a demand that Sally be like George. This is bound to make Sally feel inadequate and inferior to George thus, shattering her self-concept.

D. Imitation

Another important aspect in the pattern of development of a healthy self-concept is that many children want to copy the actions of grown-ups around them. Three year old Greg will try to use a hammer and nails the way his older sister does. Michael will try to handle his baby doll the way his parents do. Later, they both will copy the attitudes and mannerisms of their first-grade teacher.

While children's efforts to act grown-up provoke laughter, or irritation, in adults, they do serve important functions. They help children assume the added responsibilites that come with age and they reassure them that they are or will be - prepared for the grown-up world upon which they are now so dependent. Teasing or discouraging children when they imitate grown-up ways robs them of opportunities to feel independent.

E. School Days

The start of school is a high point in the growing-up process. It is a symbol that a child is grown-up and independent of home and family. School also opens up new opportunities for being independent and reinforcing the self-concept. Because school is a place where the child is thrown in with other children his own age, it becomes a competitive situation. It becomes a reality-testing situation because it is a place where many new experiences occur.

It becomes a value-setting situation because it is a place devoted to learning. Attitudes toward competition, reality and values are shaped at home. School is important in developing these attitudes because of the social horizons it represents.

F. A Sense of Responsiblity.

Helping children develop a sense of responsibility is a slow process. In the pre-school years, the child is too absorbed in himself to appreciate the feelings and needs of others. The most that can be expected of him is that he will assume a certain amount of responsibility for himself. Yet, even here, he is quite limited. He is not physically or emotionally equipped to take care of himself, and he must rely largely on others.

When the child starts grade school, he usually can be given responsibility for keeping his personal possessions in place. At six or seven, he may be ready to take care of a pet. And, at eight, he may be ready to budget an allowance and tackle some simple household chores. By nine, he may be learning about the responsibilites of a member of an organized group. The extent to which the child can assume responsibility for himself and others will increase throughout grade school. In adolescence, children may seem irresponsible as a two year old, yet as idealistic and group minded as the most mature of adults. This is the period in which their own ideas about responsibility will crystallize and their scope increase.

VIII. Summary

Self-concept is composed of many intertwining feelings about one's self, about life and about other people. Many of these feelings are closely related and it is difficult to sort them.

The self-concept does take root early in life. A child's original image of himself is formed in the family. Self-concept is a learned process and is continually changing.

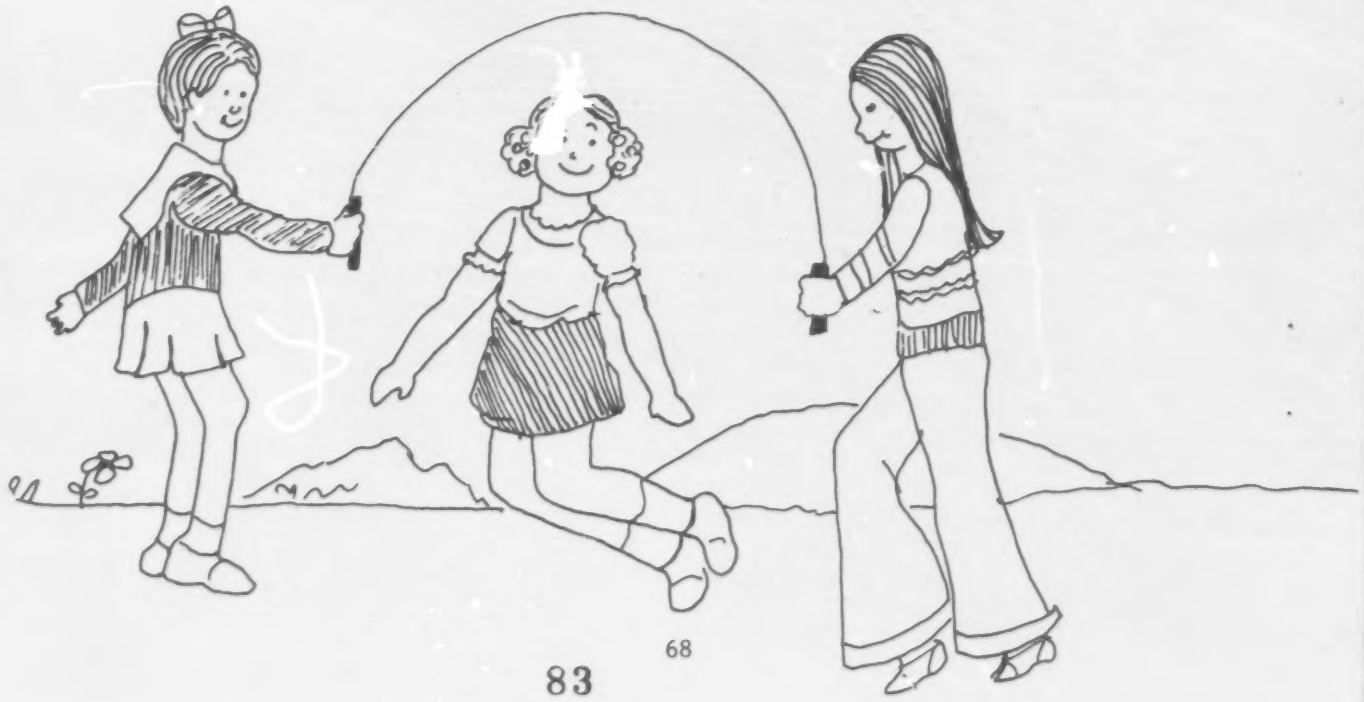
IX. Films

A. "Claude"

B. "When Should Parents Help"

This film has four segments of children in varying situations. The film may be stopped after each sequence to discuss its importance to a positive self-concept.

C. "Jamie, the Story of a Sibling"



SESSIONS VI AND VII

BEHAVIOR MODIFICATION

Discussion Guide

I. Overview: Goals, Objectives, Activities, Evaluation

II. Discussion Guide Introduction

III. Materials Needed

IV. Overview of Behavior Modification

- A. Definitions
- B. Group Discussion

V. Four Ways to Influence Behavior

- A. Pinpointing Behavior
- B. Case Histories
- C. Practice Graphing

VI. Worksheets

VII. Teaching New Skills

VIII. Review

IX. Discussion

X. Worksheets

XI. Contracting Information

XII. Exam I and II Key

SESSION VI and VII TOPIC BEHAVIOR MODIFICATION

GOAL	OBJECTIVES	ACTIVITIES	EVALUATION
To introduce parents to a useful method of behavior growth and change, that will aid them in teaching their chidlren appropriate beha iors.	A. Parents will write a group definition of Behavior Modif. B. Parents will identify a use of rei forcement on the adult level. C. Parents will relate a reinforcement situation to their child's level.	IV. Overview of Behavior Modification. A. Definition of Behavior Modification B. Finding Behavior Modification in action C. Behavior Modification in the home 1. I Told A Boy	A. Interest in group discussion C. Discussion
	A. Parents will be introduced to four m thods of influencing their child's behavior 1. Study sample behaviors that can b observed and counted. 2. Give specific examples that elate to their child	V. Four Ways to Influence Behavior A. Overview of four methods. 1. Pinpointing behavior 2. Behavior Worksheet B. General Background Information 1. Definition of Reinforcement. 2. Case Histories and Questions 3. Practice Graphing	1. Completion of Worksheet 2. Completion of Worksheet

SESSION VI and VII TOPIC BEHAVIOR MODIFICATION

GOAL	OBJECTIVES	ACTIVITIES	EVALUATION
	A. Parents will select a specific behavior and take a baseline during the week ahead.	VI. Worksheets A. Assignment #1 B. Baseline Worksheet	A. Number of parents that return to class with baseline completed.
	A. Parents will read and/or discuss the four methods as they apply to the group interest. This portion may be used for group activity during the second week or the 1st as time permits.	VII. Method Information A. Teaching new behavior 1. Imitation 2. Shaping B. Strengthening Behavior C. Maintaining Behavior 1. Continuous schedules of reinforcement 2. Intermittment schedules of reinforcement. 3. Suggested Reinforcers D. Weakening Behavior 1. Punishment 2. Time Out 3. Counter-conditioning 4. Stimulus Satiation 5. Stimulus Change E. Eliminating Behavior 1. Extinction	1. Worksheet 2. Worksheet B. Questions for Discussion C. Worksheet 3. Worksheet

SESSION VI and VII TOPIC BEHAVIOR MODIFICATION

GOAL	OBJECTIVES	ACTIVITIES	EVALUATION
		VIII. Review A. Do's and Dont's B. Take Home Exam	
	B. Parents will complete a multiple choice and completion test on the basics of behavior modification.		B. Parents completing the outside class or interest in the test when completing as a group project.
		IX. Discussion A. Discussion of Baseline B. Graphing Problems C. Selection of Reinforcer	
	A. Parents will discuss successes and problems they faced during the past week.		
		X. Worksheets A. Assignment #2 B. Treatment Graph	A. Number of parents completing this option.
	A. Parents will select a reinforcement and take a treatment period during the week ahead.		
		XI. Contracting Information A. Two types 1. Micro 2. Macro	A. Discussion interest
	A. Parents will receive additional information regarding contracting and its uses with preschool children.	B. Five rules for contracting	B. Number of parents suggesting contract possibilites.
		C. Contract Materials 1. Contract questions 2. Case histories 3. Problem worksheet 4. Certificate	
		XII. Exam II	Interest and number of parents completing Exam II

SESSIONS VI AND VII

BEHAVIOR MODIFICATION

II. Introduction

A. The goal of presenting Behavior Modification principles to parents is to introduce parents of pre-school children to a useful technique of behavior growth and change, that will help them teach their children appropriate behaviors.

B. These sessions on Behavior Modification will focus on social learning because the problems parents are faced with are generally found within a social frame work. Most problems, we observe in our culture, occur because of pressures or needs of society found within smaller settings of home, school or job. A few comments about the natural environment may provide an illustrative setting before transitioning to social influences.

We change our behaviors to survive in a given environment with a minimum of punishment. Two key words in this statement are survive and punishment. You may feel more comfortable substituting other terms such as adapt, adjust, conform or discomfort. At any rate, some event occurs in our environment which we perceive with our senses and we react in some manner -- usually by movement.

1. Adaptive Behavior

Man has made buildings, beds, air conditions, food storage facilities, heaters, etc., as a learned response to some preceding event. What are some consequences that reinforce some of the above behaviors?

2. Maladaptive Behavior

Often the environmental event or cue is misinterpreted and the organism response is inappropriate, maladaptive or deviant. A primitive analogy might be:

> It was very hot and a man's small crop was dying;
> He danced -- an offering to his gods, petitioning for rain;
> That same day it rained ...

3. Questions:

A. What was the environmental event?

B. What was his response?

C. What was a consequence?

D. Did it support his response?

E. What did he learn?

F. How might his behavior in this and other similar situations be maintained?

G. Was his behavior --

(1) adaptive
(2) maladaptive
(3) appropriate

D. Summary

Unlike the laboratory setting with strict controls over stimulus and response, parents will realize the limitations of Behavior Modification. However, they will be instructed as to the value and necessity of systematic record-keeping and consistency. Behavior Modification is a useful tool, not an answer to all the discipline problems of the discussion group. Keep the class moving toward positive behaviors. If parents insist on correcting a problem behavior then remind them that there is an incompatible

behavior that they should be working on at the same time as the maladaptive behavior.

Through principles of Behavior Modification, parents will study the impact of reinforcement itself, and hopefully, have techniques for shaping correct behavior in their pre-school children. The shaping of new behavior and the modification of undesirable behavior leads the parent into a study of discipline, which is the sum total of all their efforts to shape and control behavior.

III. Materials Needed

1. Color blocks - enough games for group
2. Peg boards and pegs
3. Pencils
4. Key for take home exam
5. Visuals of case histories for study (overlays, posters, charts)
6. Extra charts for graphing baselines and treatment periods
7. Extras of Assignment #1
8. Extras of Assignment #2
9. Extras of answer sheets of exam #1
10. Extras of answer sheets of exam #2

IV. Overview of Behavior Modification

A. "Definition of Behavior Modification"

Have the parents prepare a definition of Behavior Modification. Methods could include group discussion or dividing into several small groups and comparing definitions in 5-10 minutes.

B. "Finding Behavior Modification in Action"

Relates to the use of reinforcement on an adult level. Have parents express how they feel about reinforcement. The worksheet on this page allows them to suggest ways they have been reinforced.

C. "Behavior Modification in the Home"

Suggest that reinforcement techniques could be a strong influence in the home. If parents have doubts as to rewards, bribes, "pay-offs" help them to express their doubts at this time. "I Told A Boy", A powerful poem can be used to emphasize the parents' effect over their children's behavior.

V. Four Ways to Influence Behavior

A. Overview of four methods

This overview lists the four methods of influencing behavior and a detailed explanation follows on pages 79-93. Rather than jumping into the detailed explanation, have the parents suggest examples of each method.

1. Pinpointing Behavior - have parents find behaviors that can be observed and counted, thus the basis of systematic record keeping.

2. Behavior Worksheet - have parents think of sample behaviors in their own children that they can teach or modify. Thus they have a basis for Assignment #1 where they must choose a behavior.

B. General Background Information

1. Definition of Reinforcement - have the group work through this exercise in small groups. Compare answers and definitions of reinforcement.

2. Case Histories - can be handled in large or small groups. Parents will discuss questions that use the new terminology that goes with Behavior Modification.

3. Practice Graphing - explanation of systematic record keeping through graphing, etc. is imperative. Frequency and time are explained. A case history is included with a baseline count and treatment count that the parents will graph in class. Have the parents complete this worksheet.

VI. Worksheet for Behavior Modification II

A. Assignment #1 - have the parents select a specific behavior and take a baseline during the week ahead.

B. Graph - Baseline graph can be completed before or during Session VII.

VII. Introduction

Why are some behaviors appropriate (adaptive) while others are inappropriate (maladaptive)? Although heredity obviously plays an important role in potential capabilities, in general, a child acts the way he does because he was taught to behave that way, not because he was born that way. Most of what we observe other people doing is something they have learned. Talking, laughing and listening are learned behaviors, but so are whining, fighting and temper tantrums. A child learns new skills - he also learns behaviors which are detrimental to him socially and academically. How are social behaviors learned? The answer is through reinforcement.

DEFINITION:

Behavior modification is a set of systematic procedures utilized in teaching new behaviors. It is based on the principle that behavior is affected by its own consequences. That is, if the events which follow a response are pleasant to an organism, the probability increases that the response will occur again. Conversely, if the consequences are unpleasant the probability of the response occurring again diminishes.

Consequences that strengthen behavior are called reinforcers. Behaviors can thus be taught, strengthened, weakened and extinguished by the discerning application or removal of reinforcers.

BEHAVIOR:

A. Learning New Behavior:

1. Imitation

(Example)

A young child begins his movements reflexively. As he gains motor control over his environment, he is reinforced by movement, sound, color and touch. As successes in manipulation develop, he is also reinforced by smiles, sounds of approval, attention and love.

As cognition emerges, he begins to imitate others in his environment because he is reinforced for this imitation. As the child becomes older, he responds imitatively even more. How many of you have seen the TV commercial about the father and son? They wash the car together, fish together, skip rocks together. They take a break and sit by a tree. Dad lights up a cigarette and lays them on the ground. The son watches him, reaches for a cigarette, and pretends to light up and exhale ... Learning by Imitation. Perceived approval would be the stimulus, actual approval (attention) the reinforcer.

2. Shaping

(Example)

Another method of teaching behaviors, in addition to modeling or imitation, is the method of successive approximations (shaping).

If a behavior has never been exhibited by a child, we cannot reinforce the behavior.

Therefore, to teach some behaviors, we must reward behaviors which are close to, or approximate, the desired behaviors.

Shaping might be best understood by first citing an incident that occurred in a college classroom.

It was spring and the class was restless. They were looking for some excitement or "action" to offset the ennui that typically prevails when one would rather be outside than in a stuffy classroom.

Several students had completed a course in Behavior Modification the previous semester and decided to enlist student support in an effort to "shape" the professor's behavior. The goal decided upon was to have the professor lecture in the position of half sitting on the right front corner of his desk. Accordingly, the class set about shaping, or reinforcing, only those movements and positions which would lead to this goal. Whenever the professor would approximate, by movement, the desired position, everyone in class would lean forward expectantly and pay close attention to what he said. Whenever he moved away from the right front corner, the students would lean back in their chairs and feighn disinterest.

Needless to say, attention was so reinforcing to this man, that eventually he became almost "pinned" to that one corner.

For many children tasks have to be broken down into many smaller components. By combining a cue-reinforcer approach to each increment and moving from one success to another a child is "shaped" into the larger skill. How would you teach a child to tie a shoe? Write down what you would consider to be an optimal number of steps.

_____

_____

_____

_____

_____

_____

_____

_____

B. Strengthening Behavior:

1. Inadvertent or deliberate presentation of reinforcer

(Example)

(IF) S (mother ready to leave baby)

↓

(then) R (baby throws tantrum)

↓

(leads to) C (mother stays home)

(Reinforcer for Tantrum

S = stimulus

R = response

C = consequence

Twice before mother has hired a babysitter and prepared to go play bridge with friends. Each time, though, Baby has thrown a tantrum and mother has stayed home. Today is no exception. What is the probability Baby's behavior will become stronger?

C. Maintaining Behavior:

1. Schedules of Reinforcement

(Examples)

The way in which a reinforcement, or reward, is programmed to occur as a result of a number of responses, the time between responses, or other temporal or quantitative features or responses is called a Schedule of Reinforcement. There are numerous ways in which reinforcement may be "scheduled" to occurr as a function of response. The following discussion will concern itself with the various methods of schedules in which reinforcements may be programmed and the influence of the type of reinforcement schedule to the acquisition of learning and resistance to extinction.

When the child is attempting to learn a new behavior, a continuous schedule of reinforcement is most advantageous. A continuous schedule of reinforcement is a schedule in which each correct response is followed by a reinforcement. Thus, the child quickly learns what behavior must be emitted in order to gain a "reward." As a result, the desired behavior is usually

repeated with a high degree of frequency until the child is no longer interested in obtaining the reinforcement (satiation).

While this schedule is advantageous to the acquisition of a new skill, it has two distinct disadvantages. One weakness is obvious with continuous reinforcement, particularly when food or candy is used as a reward. A child is hungry for just so long, and once his hunger is abated, he no longer feels the need to perform in order to realize the reward. Thus, satiation occurs and the behavior may cease to exist. A second disadvantage with continuous reinforcement results when the reinforcement is withdrawn. In comparison to the other types of reinforcement schedules, the withdrawal of a reinforcement or consequence used in a continuous schedule of reinforcement results in a rapid decrease and eventual cessation of the behavior (extinction).

A second form of reinforcement schedule is the partial or intermittent schedule of reinforcement. In the case of a partial or intermittent reinforcement schedule, reinforcement for a correct response occurs only after a number of correct responses have been emitted, or after a period of time has passed during which the correct response has been occurring. While a continuous schedule of reinforcement is more advantageous for the learning of a new behavior, an intermittent reinforcement schedule is advantageous in ensuring that the behavior occurs for a prolonged period of time.

(Example)

When working with a child who has delayed language development, one might utilize pictures of objects commonly found in the environment and ask the child to name them. Initially, in order to get the child interested in the task, it may be necessary to reward the child each time he makes a correct response with, perhaps, an M and M or other material reward if the child is unresponsive to social forms of reinforcement. It can be readily seen that when working with a 3 or 4 year old in the acquisition of vocabulary, an M and M given after each correct naming of a picture would soon satiate the child and consequently result in a decrease in interest for the task, as he will no longer have a desire for the candy. In a situation such as this, the parent would experience greater gains during the learning session if the child were rewarded only after a given number of correct responses or after the child has been engaged in the productive activity for a given period of time. This decreases the amount of candy given the child and increases the productive time that the child will work prior to satiation.

There are several forms of intermittent schedules of reinforcement. The first type is called the ratio schedule. In a fixed ratio schedule, the reinforcement follows a fixed

number of responses; for example, every tenth response, and such a schedule would be symbolized as fixed ratio 10. In other words, for every ten correct responses emitted, the individual received one reinforcement. If the child was reinforced for every fifth correct response, the fixed ratio would be 5. The fixed ratio schedule reinforcement is used when the parent desires to have the child perform under a variable ratio reinforcement schedule rather than a continuous reinforcement schedule in order to decrease the likelihood of satiation occurring and to increase resistance to extinctions (the cessation of behavior following the withdrawal of the reward reinforcement). (Example)

If a parent is operating within a continuous reinforcement schedule and shifts directly to a variable ratio schedule with the first reinforcement occurring only after 10 correct responses, extinction may occur before the 10 responses have been emitted. Therefore, it would be better to move from a continuous reinforcement schedule to a fixed ratio schedule of perhaps two responses for one reinforcement or consequence. Thus, the reinforcement schedule may be stated as fixed ratio 2 (FR 2). When extinction does not occur, the fixed ratio schedule may be increased to fixed ratio 3, fixed ratio 4, etc., until the child's tolerance for responding without each response resulting in a reinforcement is developed. Once this occurs, a variable ratio (VR) schedule should be initiated, as a higher level of responding

occurs under a VR schedule than when a FR schedule is used.

In a variable ratio schedule of reinforcement, the reinforcer is related to the number of responses; however, instead of occurring after a fixed number, the reinforcing stimulus occurs after a varying number of responses has been emitted. The advantage of a variable ratio schedule of reinforcement is that the individual soon acquires a high level of responding and the behavior becomes much more resistant to extinction when the reinforcement is withdrawn, because the individual will not know how many more correct responses will be necessary before a reinforcement is forthcoming.

One may dispense reinforcements in relation to time as well as to the number of responses, thus creating interval schedules of reinforcement. As with ratio schedules, interval schedules may be fixed or variable. In a fixed interval schedule, the reinforcing stimulus occurs after the lapse of an interval of time, such as a specified number of seconds, minutes or hours, depending on the age and mentality level of the child. As a general rule, the younger the child, or the lower the mental age, the shorter the interval of time should be between reinforcements so that the child will be able to relate the reinforcement with the correct behavior exhibited. (Example)

If a child exhibits the desired behavior for a response and the consequence or reinforcement is not immediately forthcoming,

an undesirable behavior or response may occur between the time of the desired response and its consequence or reinforcement, thus increasing the likelihood that the child will associate the reinforcement with the undesired behavior rather than with the desired response. An example of a fixed interval schedule of reinforcement could be used with a school age child who has difficulty remaining in his seat for any meaningful length of time. The teacher might reinforce the child for remaining in his seat for a given number of minutes.

In a variable interval schedule, the reinforcement occurs after differing periods of time in which the desired response is exhibited. (For example): The child who is reinforced for remaining in his seat may initially be rewarded for every time he stays in his seat. Then as the "in-seat" behavior becomes more pronounced, the interval of time that the child must remain at his desk prior to receiving a reinforcement may be increased. As with any variable schedule of reinforcement, the variable interval schedule has the advantage over the fixed interval schedule of maintaining behavior that is more resistive to extinction. In establishing an effective schedule of reinforcement, it is of utmost importance that the quality of the reinforcement should be highly meaningful to the subject. Many failures in attempting to modify behavior have been the result of the selection of an inappropriate reinforcement.

Conditioned Reinforcers:

The goal of behavior modification is to develop a behavior

in an individual to the extent that the individual exhibits the behavior without external management. Thus, the behavior must be incorporated into the individual's behavioral repertoire. In order for this to occur, the individual must achieve a feeling of external reinforcement. In order to develop such a behavior, which was originally non-meaningful to the individual, one must begin by utilizing a reinforcement which is highly rewarding to the subject. Hopefully, one might begin with a social reinforcement which is more adult than a material reinforcement, and thus is one step closer to the eventual incorporation of the behavior by the subject. If, however, a social reinforcement is not meaningful, one might resort to using material reinforcements, such as the chance to earn a model air plane, a new bicycle, an M and M, etc. As the goal is the inclusion of the behavior into the individual's daily life style, it is desirable to move a child from material reinforcements to social reinforcements as rapidly as possible. The way to do this is to pair a previously unmeaningful social reinforcement with a meaningful material reinforcement.

(Example):

Recently, I worked with a kindergarten child who was non-responsive to the verbal commands of the teacher. The teacher had tried various forms of verbal praise with neglibable results. After observing the child it was noted that a lower level material reinforcer would be necessary.

While working with the child, it was noted that he was extremely interested in helping the teacher pass out milk and graham crackers. Therefore, the privilege of passing out milk and graham crackers was used as a reinforcement for the desired behavior of not hitting other children. In order to aid the child in incorporating the non-hitting behavior into his behavioral repertoire, and to thus become more adult-like in managing his own behavior, the formerly unmeaningful verbal praise and social reinforcements given by the teacher were paired with the meaningful reinforcement, i.e., passing out milk and graham crackers. By pairing the two reinforcements in such a manner, the social reinforcements of the teacher eventually took on a meaningful degree of significance for the child. Eventually, this led to the child working solely for the social reinforcements given by the teacher, and a decrease in the necessity of resorting to special privileges in order to manage behavior. Essentially, this was more adult-like than continuing with the privilege of passing out milk and graham crackers as the responsiveness to social reinforcement was one step closer to incorporating the desired behavior into his own repertoire.

It should be kept in mind when pairing a non-meaningful reinforcement with a meaningful consequence, that the non-meaningful reinforcement should always precede the meaningful reward with as little time as possible lapsing between the two presentations.

D. Weakening Behavior:

1. Punishment

(Example)

Punishment does work as long as it is meted out objectively, and relevantly with the idea that it is a learning experience for the child. Vindictiveness, vengeance or toleration limits reached in anger, point up the needs of the giver more than the receiver. Research indicates that punishment to be effective, has to be relatively severe, timely and consistent. This is where, as a technique, punishment falls short.

We're all human. When do we generally punish? In anger, of course. What about relative severity? For some children a firm voice can result in sobbing. For this child, the firm voice probably represents severe punishment. Another child could be paddled to the bruise level and still wander off, seemingly unaware anything out of the ordinary had transpired. This then, would not be severe punishment for him, but, more likely, physical abuse which satisfied some adult needs. Punishment has to be timely. It must be closely related in time to the response. How often is this really the case? Little Joan colors on the walls of her bedroom. When mother finally discovers the misdeed, Joan is taken to task. Usually, it is "did you do that?" "did you?" "did you?" When Joan finally admits the misdemeanor she is spanked. From her frame of reference was she punished for telling the truth? Can she really tie the punishment, temporally to the behavior?

Consistency is another bugaboo. Mom might spank, dad might admonish. Can Joan, then depend upon a well-defined limit? None of the above criticisms are insurmountable, but do complicate the usage of punishment as a technique.

2. Time Out

(Example)

For some behaviors, simply ignoring the child is not enough to curtail the behavior unless the time involved is not a consideration. Time out from positive reinforcement represents an effective alternative. The method of time out removes the child from a situation in which he can receive reinforcement. This differs from extinction in that the method of extinction removes the reinforcing stimulus rather than the child.

3. Counter Conditioning

(Example)

Incompatible behaviors are behaviors which are difficult to perform simultaneously, with the deviant behavior. When these behaviors are being performed they do not allow for maladaptive behaviors to occur. Reinforcing incompatible behaviors is a useful tool for eliminating undesirable behaviors and building up desirable behaviors. It increases the effectiveness of other reinforcement or punishment techniques when used in conjunction with them. It would be doubly effective if we reinforce non-nail biting behavior at the same time we apply aversive techniques to the nail-biting behavior.

4. Stimuls Satiation

(Example)

Satiation is the method of presenting a reinforcing stimulus at such a high rate that it is no longer desirable and may be aversive. Having a child write a dirty word 500 times is an example of the technique of satiation. Due to the differences in satiation levels, both among subjects and among reinforcers, it is difficult to determine the effectiveness of this technique. Sometimes the behavior is eliminated and other times the effects are only short term. This technique should not be dismissed out of hand though, since desirable behaviors are sometimes inadvertently diminished through satiation of a reinforcer.

5. Stimulus Change

(Example)

This technique consists of manipulation or change of the stimulus which appears to trigger a response. If a bowl of candy is kept on the table and a child cannot seem to leave it alone, the candy is removed, or replaced with, say a bowl of fruit.

E. Eliminating Behavior:

1. Extinction

(Example)

When a behavior is never reinforced, it will decrease in strength and disappear. This fact has been observed many times in practice. The problem here is that inadvertent

reinforcement causes what is termed spontaneous recovery. The undesirable behavior shoots up in frequency and intensity to a level higher than the pre-extinction level.

NOTE:

VIII. Review

A. Do's and Don'ts for Behavior Modification and Take Home Exam #1 - can be used at the end of Session VI or the beginning of Session VII. Have parents divide into two groups for review of Behavior Modification principles. Exam #1 can be completed before the session or take in class while class members record the correct answers. Take time to discuss where appropriate ...

IX. Discussion of Baseline

A. Have parents relate experiences in counting behavior the previous week. As a class activity compare baseline graphs, or divide in groups of twos for comparison. Help class members complete graphs.

B. Discussion should help the parents interpret their graphs. Is the baseline indicative of a significant "need or priority" to apply treatment during the next week? Did the behavior increase or decrease during the baseline period? Did the behavior appear more or less frequently than anticipated by the parent during the baseline? When the behavior occurred, can the parent think of anything in the home environment that preceded the behavior? Is there a pattern to the stimulus? Any irregularity?

C. Selection of Reinforcer - after the decision has been reached to continue into the treatment period, have parents select a reinforcer to be used during the treatment period. During the discussion have parents consult the following pages for a review of reinforcement if necessary.

1. "Definition of Reinforcement"
2. "Continuous and Intermittent Schedules of Reinforcement"
3. "Suggested Reinforcers"

X. Worksheets

Assignment #2 - help parents record their reinforcement selected so that another person could observe and count the behavior and give reinforcement. During the treatment week ahead reinforcement will be applied and parents can chart the treatment graph before Session VIII.

XI. Contracting Information

This section given class members additional information regarding contracting and its uses with pre-school children. Contracting helps the child move from dependence to independence. It helps parents to be more objective about many daily jobs around the house and the consequences of "getting the job done!"

"When you make a contract with a child, the goal is to help the child assume as much responsibility as possible for his own behavior change."

A. Two types of contracts -- have parents suggest examples of both the task to be required and the reinforcement to be given.

B. Five rules for contracting -- have parents discuss the significance of these rules and their application to pre-school children.

C. Contract materials

1. Contract questions - facilitate small or large group discussion and review basic principles of contracting.

2. Case history problem and problem worksheet - help parents evaluate the Mrs. Jones' problem by:

1. Pinpoint the target behavior
2. Determine measurement
3. Set up baseline
4. Ascertain consequences
5. Develop contract

3. Certificate - sample certificate that parents can use with preschool children.

XII. Exam II

A review of contracting to be used as a summary of Session VII.

BEHAVIOR MODIFICATION
TAKE HOME EXAM 1
Page 187

Name KEY

1. A B (C) D
2. A (B) C (D)
3. (A) B C D
4. A B C D (E)
5. A B (C) D
6. A B C (D)
7. A B (C) D
8. A (B) C D
9. A B C (D) E
10. A B C (D)
11. (A) B C D
12. A (B) C D
13. reinforced
14. reinforce
    withold reinforcement
15. reinforced
16. Attention
17. reinforcer
18. increases
19. reinforces
    attention
20. withold reinforcement
21. A B C (D)
22. A B C (D)
23. A B C (D)
24. coffee
    smiles
    notebooks
    toys
    agreement
25. A B C D E

BEHAVIOR MODIFICATION
TAKE HOME EXAM II
Page 203

NAME KEY

1. A B (C) D
2. A (B) C D
3. A B C (D) E
4. A (B) C D
5. A (B) C (D)
6. A B (C) D
7. A (B) C D
8. A B C D (E)
9. (A) B C (D)
10. A B (C) D
11. A B C (D)
12. A B (C) D

13. immediately
accomplishments
frequently

14. accomplishment
obedience
small approximations

15. baseline
16. treatment
17. reinforcement
18. increase
decrease

19. one
20. observed
counted

21. observe
count

22. three
A B C (D)

23. A B (C) (D)
24. (A) B (C) D
25. A B C D

SESSION VIII

DISCIPLINE

Discussion Guide

I. Overview: Goals, Objectives, Activities, Evaluation

II. Introduction

III. Suggested Materials

IV. Overview of Discipline

A. Definitions

B. Discussion

V. Principles of Discipline

VI. Discipline in Action

VII. Case Histories

VIII. Discipline at Home

IX. Supplementary Materials

SESSION VIII TOPIC DISCIPLINE

GOAL	OBJECTIVES	ACTIVITIES	EVALUATION
Class members will relate their knowledge of Behavior Modification to a positive definition of Discipline	IV. Parents will define discipline in small groups	IV. Overview of Discipline A. Define the term Discipline 1. Assignment Sheet 2. Definition Worksheet 3. Thoughts on Discipline 4. Definition of Discipline.	IV. Definition Worksheet A. Assignment
	V. Parents will express opinions in specific discipline situations.	V. Principles of Discipline A. Discipline and Self-Control B. Supportive reasons for Self-Discipline C. The Responsive Parent	V. Participation in the discussion
		VI. Discipline in Action A. Discussion Questions B. Observation	VI. Participation in the discussion
	VII. Parents will relate principles of Behavior Modification	VII. Case Histories A. Sibling Rivalry B. Dependency C. Bed Time D. Tantrums E. Mealtime	VII. Parents ability to convert negative situations into incompatible behaviors, and reinforce the "good" behavior. A-E Evaluation Sheets
	VIII. Parents will gain an awareness of the breakdown of communication in the home.	VIII. Discipline at Home A. Carol has not learned to share B. One of these days ...	VIII. Evaluation Sheets

II. Introduction

Most parents, being human, have punished their children. They punish their children in response to their anger or temper. Neighbors punish your child when he destroys their property. They are probably not interested in improving the child. Punishment is inflicted for one's own sake, not the sake of the victim.

The word discipline has a different meaning. Discipline is done with the intent of helping the recipient learn a lesson that will make him a better person.

Let us consider the word "discipline" as used in this section as it pertains to the parent-child relationship, as being a synonym for the word, "teach."

III. Suggested Materials

1. Transparencies - illustrating important points of the session, the case studies including blanks for writing on.
2. Overhead
3. Screen
4. Cord and adapter

IV. Overview

A. Define Discipline

1. Have class refer to their assignment sheets and discuss the answers to Questions 1 and 2. Elicit responses from as many as possible and reinforce them for their contributions.

2. Definition Worksheet - Divide the group into two groups and work on Definition Worksheet. Have group recorders report their definitions of discipline. Using the small group definitions as a basis, arrive at a group consensus of discipline. Have class record this in their manuals.

3. Thoughts on Discipline - have participants read the page aloud, by paragraphs. Ask for comments.

4. Definitions of Discipline - read and discuss this definition as it relates to the assignment and definition worksheet products.

V. Principles of Discipline

A. Discipline and Self Control - Read silently or aloud by turns and discuss. Use the questions at the end of the paragraphs to stimulate discussion.

B. Supportive Reasons for Self-Discipline - Take turns reading the six reasons. Each reader comment on their selection.

C. The Responsive Parent - Read the items. Ask for comments after each item.

VI. Discipline in Action

A. Discussion Questions

Take turns reading and commenting on the questions. Be alert for answers which reflect group expectations rather than true feelings.

B. Observation

Introduce this exercise as a short test. Read the paragraph and have the parents answer the questions on their own. How many failed to circle any choices? Point out that most of us are so used to only T F alternatives we assume there are no other options. This is an inference or assumption exercise. Point out that behavioral decision or judgements are often made with diminished accuracy when too much has been taken for granted or assumed. Relate this exercise to the rules and limits states in the Responsive Parent Exercise.

1. See Key in Supplementary Materials.

VII. Case Histories

A. Case Evaluation Form

Explain and discuss the Evaluation Form. Go over terms. Emphasize the first two problem areas, rules and limits.

B. Count off around the room by 1 through 5 segments. The 1's will do the evaluation sheet for case history #1, 2's do case #2, etc.

When parents have finished their evaluation forms read the case histories aloud and discuss their choices on the evaluation sheets.

VIII. Discipline At Home

A. Carol Has Not Learned To Share

Case the various parts by asking for volunteers. Read play and allow the parents time to fill out the evaluation form. Discuss the case evaluation and reactions.

B. One Of These Days

Cast the various parts by asking for volunteers. Read play and allow the parents time to fill out the evaluation form. Discuss the case evaluation and reactions

IX. Supplementary Materials

A. Key for Observation Exercise

Some may argue that all questions should be answered with an F or a ? Mark. Do not lose sight of the basic purpose, allow expression and reinforce appropriate answers.

SUPPLEMENTARY MATERIALS

KEY FOR OBSERVATION EXERCISE

1. ?
2. ?
3. F
4. ?
5. ?
6. T
7. ?
8. ?
9. ?
10. ?

SESSION IX

LANGUAGE

Discussion Guide

I. Overview: Goals, Objectives, Activities, Evaluation

II. Promoting Better Film and Slide Presentations

III. Discussion Guide

  A. Terms Inventory

IV. Overview of Language Development

  A. Slide Presentation

  B. Discussion

V. Language Readiness Activities in the Home

  A. "Language Development to 60 Months"

  B. "How to Teach Your Child to Talk"

  C. "Random Slides for Discussion

  D. Parent Handouts

VI. Film

  A. Introduction

  B. "Teach Your Child to Talk"

  C. Discussion

VII. Early Identification of Speech Problems

  A. Definition

  B. Types of Speech Disorders

  C. Parent Materials

VIII. Summary of Goals

IX. Brainteaser - Key

X. Discussion Guide Worksheets

SESSION IX TOPIC LANGUAGE

GOAL	OBJECTIVES	ACTIVITIES	EVALUATION
Prevention of unnecessary speech problems through parent education	Parents will discuss principles of language development as it relates to their child.	IV. Overview of Language Development A. Slide presentation (30 min.) 1. Why is language and speech development important to mothers of preschool children? 2. What are the requirements of normal speech and language development? 3. How does your child learn a new word? What process is involved? 4. In summary, what have we said? B. Discussion 1. Review questions 2. Relate to responsive environment	IV. Terms Inventory Parents will check a series of language related word lists with: "yes" if they understand the meaning of the word and "no" if they do not know the meaning.

SESSION IX TOPIC LANGUAGE

GOAL	OBJECTIVES	ACTIVITIES	EVALUATION
	Parents will use some of the basic "terms" in pinpointing Language Skills and will suggest appropriate language activities to be used in the home.	V. Language Readiness Activities In The Home (30 Min.) A. Summary of language development to 60 months B. Examine copies of "How To Teach Your Child To Talk" C. Random Slides - what language skills are required in the following slides? What other activities would you suggest in the home? D. Refer to parent hand-outs for language games and Toy Library materials	V. Discussion leader will tally comments using the basic "terms" in relation to the random slides shown
		VI. Film (20 min.) A. Introduction B. "Teach Your Child To Talk" C. Discussion	VI. Main points in the film have been included in the 20 item true and false brainteaser

SESSION IX TOPIC LANGUAGE

GOAL	OBJECTIVES	ACTIVITIES	EVALUATION
Early identification of speech problems for preschool training.	Parents will check out materials regarding various types of speech disorders.	VII. Early Identification of Speech Problems (20 Min) A. Definition B. Types of Speech Problems C. Parent materials for study D. Services and agencies that provide speech training for preschool children.	VII. Discussion leader will tally number of pamphlets etc. checked out each week on a voluntary basis by parents
	Parents will know what services are available through the Area Education Agency 6 and other agencies where to make contact for referrals	VIII. Summary of Goals A. Prevention of unnecessary speech problems through parent education B. Early identification of speech problems for preschool training.	Brainteaser A twenty item true and false test will be given at the end of the session to determine if individual terms in the "Terms Inventory" can be identified and used correctly by the parents Goal: 75 to 80% Post Comprehensive Factor

PROMOTING BETTER FILM AND SLIDE PRESENTATIONS

The instructional value of a film or slide presentation is greatly increased if you:

1. Prepare your audience by introductory remarks
2. Discuss the film afterwards

Always preview the film before the session. The more you know about the film the more you will be able to direct the attention of the audience to the instructional aspects of the film.

As discussion leader, you enthusiasm is your audience's first clue to the merits of the film. Arouse their attention and willingness to view the film. The audience should know "why" they are watching this particular film before it begins.

Plan an outline for your introduction of the film, but during the session speak extemporaneously. Describe the film's format. Rough out the central idea. Tell the audience they will be able to discuss the film afterwards.

If the group wants to discuss a particular section of the film, then stop the projector and discuss. After questions, prepare the group for the next sequence. Research has shown that stopping the film has increased learning from some films.

After the film allow questions and comments to come from the group. In case of emergency "shyness" always have a list of appropriate questions that you can use. Conclude by asking someone to summarize the film or the remarks made by the discussion group.

SESSION IX

LANGUAGE

III. Discussion Guide

(To be followed after Evaluation of Previous Toy, Demonstration of Learning Episode and Preview of Sensory Motor I)

Equipment Needed:

1. Extra Sheets, Terms Inventory
2. Slide projector
3. Extension cord
4. Box of slides
5. Film projector (check 2 prong adaptor for 115 outlet)
6. Film: "Teach Your Child To Talk"
7. Discussion Guide
*8. Box of parent manuals from library
9. Extra sheets, Brainteaser
10. Poster - Discussion questions for slides.

Introduction:

1. Introduce yourself to the group by telling about your background and interest in language development.

2. Have the group members introduce themselves or each other by telling:

    1. Ages of children

    2. What aspects of speech and language they are most interested in - development or correction, etc.

    3. Have group refer to the "Terms Inventory." This is a personal checklist of language terms we will be using in this session. Check "yes" if you understand the meaning of the word and "no" if you do not. During this session in our discussions if we don't explain these terms to your satisfaction, please be sure to ask questions.

    4. Collect the papers for recording. After the session tally the responses.

* Teach Your Child To Talk Kit, produced by CEBCO Standard Publishing Co., 104 Fifth Ave., New York, N.Y. 10011.

TERMS INVENTORY

This is your personal checklist of language terms we will use in this session. Check "yes" if you understand the meaning of the word and "no" if you do not.

TERM	YES	NO
1. Models	_____	_____
2. Responsive Environment	_____	_____
3. Hearing	_____	_____
4. Listening	_____	_____
5. Language Acquisition	_____	_____
6. Babbling	_____	_____
7. Self-correction	_____	_____
8. Reinforcement	_____	_____
9. Gestures	_____	_____
10. Normal non-fluency	_____	_____
11. Sound Discrimination	_____	_____
12. Voice Inflection	_____	_____
13. Self-talk	_____	_____
14. Imitation	_____	_____
15. Speech clinician	_____	_____
16. Pronunciation	_____	_____
17. Articulation	_____	_____
18. Comfort sounds	_____	_____
19. Stimulation	_____	_____
20. Comprehension	_____	_____

IV. Overview of Language Development

A. Slide Presentation

Introduction - The theme of this session is "Prevention of Unnecessary Speech Problems Through Parent Education." This portion of the session is divided into four sections. Each section begins with a question, then a series of slides develops the answer.

Allow the group to discuss other answers or make comments after each question and answer has been presented.

Slide	Suggested Narration Guide
S 1 Question	Why is speech and language development important to mothers of preschool children?
S 2 Discussion Group	Through parent education many unnecessary problems can be avoided. We will be talking about language development from birth to five years. Ask questions and comment whenever you like.
S 3 Parents With Child	Language development is an essential ingredient in our culture. Many parents expect language skills to develop automatically. However, language is a learned behavior.
S 4 Face	This little fellow does not know how to talk with adults. The rudiments of language are obtained in the first 24 months of life. At three months he begins his career of cooing and babbling which evolves into imitation of adult noises by his 1st birthday. Who is his first teacher of language? (Pause)
S 5 Dishes	Parents need to be good "models" for their children's language development. What the child imitates will be largely determined by what he sees and hears, the responsive environment, without necessarily being aware of what it is all about.
S 6 Playing	It is the imitation that provokes language.
S 7 Talking	

Slide	Suggested Narration Guide
S 8 Circle	The typical caseload of speech therapists is overloaded with "functional" speech disorders as opposed to "organic" problems. A majority of these problems could be prevented by parent education. Early recognition of speech disorders that are physical or emotional in nature is very important. Then parents can take advantage of county services available to the speech handicapped preschool child.
S 9 Classroom	Researchers estimate that 15% of the children in this first grade classroom might need speech therapy. (Stop and ask for questions).

****

S 10 Question	What are the requirements for normal speech and language development?
S 11 Book	1. <u>Intelligence</u> is a requirement for normal speech and language. What's wrong with this slide? (Looking at a book right side up is a visual-perceptual skill that is not directly related to intelligence. It is normal for many children to have books up-side down and not realize anything is wrong until their visual perceptual skills develop.) Mentally retarded children are slower in their speech development but eventually develop in much the same way as normal children.
S 12 Ear	2. <u>Hearing</u> - The basic and most important of the senses involved in speaking is the auditory one. Any breakdown of this sense may cause delays in language development. Infections, obstructions in the ear, impacted wax or nerve damage are all causes of hearing loss. Each child's hearing is tested in the school setting, and, if any problems are found, the parents are notified.

Slide	Suggested Narration Guide
S 12 Ear (Continued)	Through hearing, we increase vocabulary, develop concepts, learn correct pronunciation of sounds, develop inflections and voice quality. The quditory sense is the most important of the senses in developing language.
S 13 Speech Mechanism	3. Speech Mechanism - involved three parts: 1. Source of energy (breath stream): lungs, diaphragm, primary muscles of respiration. 2. Vibrator (creates phonation): larynx, vocal folds, laryngial muscles. 3. Resonator and Articulators (form speech): lips, tongue, teeth, palate and throat, mouth and nasal cavities.
S 14 Tongue	We produce sounds by the tongue touching various parts of the mouth. If your child is tongue tied the membrane is too short to permit him to raise the tongue to make sounds like llll, rrrr, and nnnn.
S 15 Tongue	This child is not tongue tied (Normal Frenum).
S 16 S 17 Teeth	Openbite and overbite causes children to have trouble making sounds like zzzz, ch, j, sss, also sh.
S 18 Brain	4. Children have to have the ability to concentrate and remember information about their environment. Storing the bits and pieces necessary for adequate language development to age five is a computor's job for the brain.
S 19 Child	5. Good Health is essential to speech development. If a child has been sick for long illnesses between birth and three, he usually will be slow to talk. This child has little energy to investigate and understand the world around him.

Slide	Suggested Narration Guide
S 20 Helmet	6. Free from brain damage is essential if the child learns to talk normally. The brain allows a child to understand (receptive language) and the brain controls the intricate movement necessary to produce intelligible speech (expressive).
S 21 Eye Glasses	7. Vision also plays a part in speech and language development. You see an object and attach a name to it. But vision does not actually give you any direct feedback on your own speech. You do get, however, the feedback from your listeners. Their facial expressions and reactions to what you say indicates to you how well you are communicating with them.
S 22 Cartoon	8. Responsive environment is important with a balance between loving care and proper discipline. Responsiveness influences your child's emotions and determine whether he is going to be an angel or devil. (Stop and ask for questions).
	**********
S 23 Question	How does a child learn a new word? What process is involved?
S 24 Child	1. Memory. The child remembers a feeling or previous activity but does not know the word.
S 25 Father	2. Hearing. The child needs an opportunity to hear the word and associate the word with the feeling activity or object.
S 26 Child	3. Imitation. The child tries to say "water" but the "er" sound is not in his repertoire. The response at this state of development is "wah wah".
S 27 Child	4. Reinforcement - give the child a glass of water for his close approximation of "wah, wah" but at the same time say "water" correctly. (What would
S 28 Father-Child	happen if he didn't say "wah, wah" and pointed, for example?)
S 29	

Slide	Suggested Narration Guide
S 30 Child	5. Sound discrimination. This slide suggests the child hears what he says is different from what you are saying. This awareness may be very fast or slow to develop depending on the child.
S 31 Child	6. Reinforcement. When the child changes his word to a closer approximation -- reward his efforts toward imporvement of this kind.
S 32 Father	7. Imitation. Repeated imitations by the father suggests to the child what he sounds like. (Read slide)
S 33 Child	8. Practice. Many children practice and experiment with new sounds. Don't expect overnight success.
S 34 Child Listens	9. Hearing. The child is listening to himself - checking the correct sounds.
S 35 Child	10. New word. He will continue to use his new word in everyday situation. He should be reinforced for his efforts or he may resort to other non-verbal means of behavior to get what he wants. (Stop and ask for questions and comments).

****

S 36 Question	In summary, what have we said?
S 37 Classroom	Whether children are in the home or the classroom, parents and teachers are "models." They need to help their children and students develop effective language skills.
S 38 Family	
S 39 Family	
S 40 Circle	This may in turn cut down the large numbers of unnecessary problems.
S 41	As a result the speech therapist would have more time for children with "organic" disorders such as cerebral palsy, the mentally retarded, etc.

B. Discussion

Allow the group to direct their own discussion regarding the slide presentation. Ask for comments and questions. Avoid asking any questions that can be answered by a "yes or no". If a question comes from the group then redirect that question back to the group for discussion.

If the group needs help getting started these questions may be useful:

1. What speech problems might be labeled as "unnecessary?"
2. How do you handle questions that your child asks you?
3. Why do some children in the same family learn to talk all right and others don't?
4. Should parents imitate the child's sound errors?
5. How does the emotional make-up of the parent and the child effect language development?
6. How do you feel about speech therapists and their work in the schools?
7. What will happen if parents reinforce close approximations of words but do not say the word correctly with the action?

V. Language Readiness Activities In The Home

Introduction -- In this section we want to talk specifically about:

1. Language skills
2. Order of development
3. Language activities to enhance skills

A. Let's examine a "Summary of Language Development to Sixty Months" found in your notebook. This chart breaks language into two parts: Listening (receptive language and Speaking (expressive language). Most children understand (receptive) more words and sentences than they can use them in their "Speaking" vocabulary.

(Give the group time to glance through the chart).

Do you have any questions or comments?

B. Now we will hand out copies of "Teach Your Child To Talk" - a parent handbook. Look at the table of contents. Chapters are divided according to ages.

Now turn to page 2 and notice the second paragraph from the bottom:

> "Answer the questions in the section nearest your child's age. If you can answer "yes" to at least half of them, he is probably developing normally. If you cannot, answer the questions for the next youngest group. Keep working backward until you can answer "yes" to more than half the questions in a section. This will give you an approximate age level of development for him."

You can compare the two developmental scales and scan the materials for a few minutes. If there aren't enough books to go around, sit next to someone that has a child in the same age range.

(Give the group 5 to 10 minutes to study the material or get more coffee, etc. As groups break up, discuss a few minutes if the group initiates questions or comments.)

C. Now we have a series of random slides of related language activities. I would like you to think about two questions. (Have poster with two questions).

1. What language skills are required in the following slides?

2. What other activities would you suggest in the home?

By language skills, refer to "Speech and Language Games" in your notebook. The terms: sound discrimination, naming objects, memory, repetition, rhythm, etc. are language skills. Language activities are simply games that you have played in your home.

D. Other language materials have been included in your notebook: "Speech and Language Games" and the "Toy Lending Library". This is just a sampling of the items in the library. A complete inventory will be available at the completion of the course. This guide should help you know how we catalogue items in the library and what will be available.

Now turn to "Alphabet and Sound Worksheets." This can be an excellent home project. Let's preview the directions. (Read)

Are there any questions regarding these pages in your notebook?

VI. Film

A. Introduction - The following film was prepared by a staff of speech therapists in Kent County, Michigan and funded through a Title III Grant of the Elementary and Secondary Education Act. The film is a composite of several visits into homes of preschool children. Try to notice different ways that parents can be responsive to their children during the language acquisition period. This film is a good summary of what we have talked about today.

B. Show film.

"Teach Your Child To Talk"

C. Discussion Questions.

Allow questions to come from the group, however, here are several suggestions.

1. What are some different ways parents were "responsive" to their children in the film?
2. Would you use self-correction techniques with this child?
3. Why did the little boy drop the pop bottles into the grocery cart?
4. At what age did your child say his first word? What was it? What things led up to it?
5. Can you describe some of the stages your child went through in developing speech?
6. Has your child gone through a non-fluency period?
7. What techniques do you use in getting your child to talk?
8. Do we "formally" teach our child speech and language?
9. What does a speech or language difficulty do to the self-concept of a child?

VII. Early Identification of Speech Problems

A. Definiton - (Van Riper, 1954) "Speech is defective when it deviates so far from the speech of other people that it calls attention to itself, interferes with communication, or causes its possessor to be maladjusted."

B. Types of Speech Disorders. Speech discorders are too numerous to mention in detail. Most disorders are either:

1. Functional - no observable deviation of structure underlying the problem, such as articulation, stuttering and,
2. Organic - there exists a structural involvement such as in cleft-palate or cerebral-palsy.

In general, five types of problems need special attention during the preschool years:

1. Hearing Loss. Turn to "Hearing, Listening and Speech" in your notebook. (Review and discuss as time permits). A hearing test will tell you how well, and in addition, the manner the child hears. Speech therapists suggest that the period between 18 and 30 months seems to be the best time to start therapy with hearing-impaired children.
2. Articulation Disorders. The greatest number of children with this problem are of preschool age. Characteristics include: omissions, substitutions, distortions, and addition to consonants, vowels or both.

Articulation problems can be influenced by (1) an environmental factor (influence of parents speech pattern), (2) sibling order (older child resorts to baby talk for attention until it becomes automatic) and, (3) lack of adequate stimulation can also deprive the child of an opportunity to develop articulation.

3. Stuttering. "Speech which is not fluent." "Non-fluency." Let's refer to "Language Don't for Parents" in your notebook. These suggestions relate to normal non-fluency problems. Check No. 9 and remember that 85% of all children who are 2 to 6 years in age show hesitations and repetitions at time when talking.
(Discuss as time permits).

4. Delayed Speech. A term referring to speech that is notably slow in development or has failed to develop at all. If this delay is recognized by parents, aid can be sought by the time the child is three or four. However, many parents think the child will "outgrow" this phase and therapy is not present until the early elementary years. Then the child is already behind several years in his speech development. Three characteristics of delayed speech are:

    1. Vocabulary deficiency
    2. Retarded development of sentence structure
    3. Deficiency in the ability to formulate ideas

5. Cerebral Palsy Speech. Is effected by damage to the central nervous system. The predominant characteristic is the lack of control in coordinating the movement of the body. Ninety percent of the children with cerebral palsy show significant speech disorders. Speech and language training for the child with cerebral palsy should be started at least by the time he is a year old and will probably be continued for many years.

C. Parent Materials For Study. Several pages in your notebook includes titles of books and pamphlets that you may check out this week. The annotated bibliography is a brief description of the content. Each book or pamphlet has a card inside the pocket. Please sign your name and return the card to me. Wherever possible the bibliography gives addresses where you may order more copies.

D. Services and Agencies That Provide Speech Training for Preschool Children. "Special Services and Agencies", in your notebook outlines services and agencies that provide pre-school language training for speech handicapped children. (Discuss as time permits).

VIII. Summary of Goals

A. Prevention of unnecessary speech problems through parent education.

1. Articulation Areas
2. Normal non-fluency
3. Delayed Speech

B. Early identification of speech disorders for preschool training.

1. Hearing Loss
2. Articulation Disorders
3. Stuttering
4. Delayed Speech
5. Cerebral Palsy

IX. Brainteaser

Before you leave, I would like to have you complete the "Brainteaser." You may leave when you finish.

(Collect the test items and tally on the Discussion Guide Worksheet with the Terms Inventory).

BRAINTEASER

KEY

Mark the following statements as true (+) or false (0) in the blank provided.

+ 1. It is important to improvise and read expressively to a young child.

+ 2. Early learning begins with a child's watching, feeling and listening to the things around him.

+ 3. Other than crying, the first sounds a baby makes will consist of comfort sounds, appearing from two to six months.

+ 4. Many articulation disorders could have been prevented.

+ 5. Sound errors are normal and should be expected between two and three years.

+ 6. School speech clinicians solve speech problems rather than prevent them.

+ 7. Parents should physically and vocally help their children build imitation skills.

+ 8. When your child is with you, you should talk out loud about what you are doing.

+ 9. A lack of voice inflection patterns may be a symptom of a hearing loss in preschool children.

+ 10. Poor speech discrimination is the inability to distinguish between words such as "pad, bad and mad."

0 11. Only 20% of all children between 2 and 6 show hesitations and repetitions at times when talking.

+ 12. The combination of words and gestures will help a child understand what his parents mean.

+ 13. Associating speech and language with satisfying experiences is important.

BRAINTEASER KEY (Continued)

__+__ 14. Parents should occasionally use errors themselves to demonstrate self-correction.

__+__ 15. At three months, the child begins his career of babbling which evolves into imitation of adult noises by the first birthday.

__+__ 16. The biological basis of language is obtained in the first twenty-four months of life.

__0__ 17. If a child is born with poor listening ability, he cannot improve his skill by practice.

__0__ 18. Hearing refers to the ability to understand and inperpret meaning in daily speech.

__+__ 19. What a child imitates will be largely determined by what he sees, hears, etc., i.e., his responsive environment.

__+__ 20. Parents are a child's speech model for articulation and fluency.

Pretest Comprehension Factor % = $\frac{\text{n tallies}}{\text{n participants x 20}}$

	TERMS INVENTORY				BRAINTEASER			
Item	Yes		No		Item	Correct		Incorrect
1.					20.			
2.					19.			
3.					18.			
4.					17.			
5.					16.			
6.					15.			
7.					14.			
8.					13.			
9.					12.			
10.					11.			
11.					10.			
12.					9.			
13.					8.			
14.					7.			
15.					6.			
16.					5.			
17.	150				4.			
18.					3.			
19.					2.			
20.					1.			
	Total Tallies				Pretest Comprehension Factor	Total		

$\frac{\text{n (tallies)}}{\text{n (participants) x 20}}$ =

$\frac{\text{n (correct)}}{\text{n (participants) x 20}}$ =

Date _____

Location _____

No. Present _____

Goal: 75 to 80%
Post Comprehension Factor

Achieved _____

Not Achieved _____

Post Test Comprehension Factor

Average Class Gain

SESSION X

SENSORY/MOTOR DEVELOPMENT #1

Discussion Guide

I. Overview: Goals, Objectives, Activities, Evaluation

II. Introduction to Sensory/Motor Development

III. Materials Needed

IV. Overview of Sensory/Motor Development

V. Discussion - Growing and Learning

VI. Suggested Activities

VII. Summary

VIII. Supplementary Materials

A. Sensory/Motor Evaluation Forms

SESSION X

TOPIC SENSORY/MOTOR DEVELOPMENT #1

GOAL	OBJECTIVES	ACTIVITIES	EVALUATION
To complete the parent worksheet and participate in Sensory/Motor activities. To have each parent complete an assignment contract.	A. Parents will define Sensory/Motor terms.	IV. Overview of Sensory/Motor Development A. Parent Worksheet B. Evaluation Form for Sensory/Motor Development	A. Complete in class B. Number of in-session objectives completed and recorded on evaluation form
	A. Parents will relate Sensory/Motor development to their own children B. Parents will give examples of sensory terms	V. Growing and Learning A. A sequential process 1. The senses 2. Motor activities B. Sensory/Motor terms 1. Body image 2. Coordination 3. Laterality 4. Perception 5. Conceptualization	A. Discussion
	C. Parents will answer questions after each session in group discussion D. Parents will choose an activity to do with their children before Session XI	C. Developing sensory and motor terms at home D. Assignment contract	C. Sharing ideas for home activities D. Number of contracts completed
		VI. Suggested Activities A. Activities for parents B. Assessment of preschool motor skills	
		VII. Summary	

II. Introduction

Many theories have developed of human neurological development. Some schools of thought believe that the development of a child's sensory and motor skills will determine how well the child does in school in all subjects. Others disagree saying that although these skills are important, they do not determine a child's intelligence or school success. It appears, however, that there is still a wealth of information yet to be uncovered in this field.

In this session we will explore some of the aspects of the development of the central nervous system. We will discuss the organization of skill development and define some of the major skill divisions. We will consider how a responsive environment fits in with sensory awareness and motor development.

Although there is much more to learn in this area, we do know that skills are acquired in stages. For example, an infant learns to lift his head up before he can sit up. From the time a child first holds his head erect, his muscles are developing and strengthening until finally he can control them enough to sit up alone. This process is continued as the child learns to crawl, walk, run, jump, etc.

From the moment of birth, children respond to their environment. They hear voices, see shapes, feel air temperatures and people touching them, taste food and smell various smells. They respond in a variety of ways -- crying, cooing, kicking, etc. Just imagine all of the stimuli surrounding children -- stimuli which they do not yet understand!

When a child discovers his body, he begins to learn what he is, how his body works and what relationship exists between the world and himself. Body image is important since a child needs to know how big he is in relation to doorways, clothing and everything else around him.

As their muscles develop, children can perform more activities and become familiar with objects around them. They begin to interpret things that they see and hear. They recognize objects and sounds even though they do not understand what they are or how they happen. They begin perceiving differences in their environment.

Everything children learn in the pre-school years are of vital importance to future learning. Once a child can identify the letters of the alphabet, reading can be learned. It is this conceptualization of learning that leads to school success.

The key ingredient to learning is EXPERIENCE. Without many different experiences, children can not acquire all of the information they need to develop their sensory and motor skills. A responsive environment, our central theme during the past 9 sessions, allows the child to freely explore his world. He can experiment with his language, his toys and his creativity, thus developing his sensory awareness. He must be free to work at his own pace so that all steps of the sequential process of sensory/motor learning are learned. (In Session XI we will see how learning can be disrupted when one or more steps are not developed in this sequential process).

Children must be permitted to run and jump and color and paint and cut if they are to make full use of their capacities for learning. Simple activities such as buttoning, zipping, folding, carrying, pushing, pulling, scribbling and tieing are all valuable experiences for good sensory/motor development.

Parents have a good opportunity to work with their children on sensory/motor skills during the pre-school years. Most household activities offer much needed experiences. (Definitions and activities are discussed in the Parent Manual).

ADDITIONAL SENSORY/MOTOR TERMS

1.	Eye-hand coordination:	A skill requiring accuracy of movement between the eyes and hands.
2.	Eye movement:	The ability to follow a stimulation in any direction and to control movements of the eye.
3.	Directionality:	Distinguishing right from left, up from down, before and after, etc.
4.	Locomotion:	The ability to move, walk, run, skip and jump.

III. Suggested Materials

1. Scratch pads and paper for Sensory/Motor Demonstrations
2. Various toys and teaching tools
3. Cassette tape "Learning Basic Skills to Music"

   Itap Palmer Music
   Educational Activities Inc.
   Freeport, N.Y. 11520

4. Equipment

   A. Tape Recorder

   B. Extension Cord

5. For Assessment - Marshalltown Behavioral Profile and Assessment Kit.

IV. An Overview of Sensory/Motor Development

Parents will complete the parent worksheet and discuss their responses. They will also consider the class evaluation form which will be completed at the end of Session X.

V. Growing and Learning

A. Ways that children learn and sequence of their sensory and motor development.

1. The first major muscle that the infant can control selectively is the neck.
2. This is a theory of development that says motor development starts at the head and proceeds toward the feet. This development is called cephal - caudal using the Latin words for head to tail. It also says that development goes from the center and progresses outward (proximal - distal).
3. As the infant develops control over his muscles he is constantly reacting to the force of gravity. This is important to remember when thinking of ways to stimulate or remediate motor development.
4. As the child develops using his muscles and programming his computer (brain), he gradually learns to use groups of muscles in a synchronus, rhythmis, well-coordinated way. This muscle and muscle group gradually develops and the child rolls, creeps, crawls and walks. Walking and other activities become automatic.

A. An analogy here is the way we drive a car when learning we must think through each move.

B. Automatic functioning is similar to what we call overlearning. The child who can recite the alphabet or multiplication tables automatically has obviously overlearned them, at least in the rote memory context.

5. Laterality we are probably pretty sure about being left or right handed but what about left or right sidedness? Are you right handed, right eyed and right footed?

A. Make a telescope out of a sheet of paper, hold with both hands and look at an object outside or at least 30 feet away. Which eye did you use?

B. Look at your feet. Did you use the same eye?

C. Pretend your telescope is a rifle and shoot it sighting along the top with one eye. Which eye did you use?

VI. Suggested Activities

A. For body image - hold your arms and hand out forward, rotate your hands so your palms are outward. Put your right wrist over your left wrist and clasp hand together. Swing your hands down, then in and up so your elbows are directly under your hands. Very quickly wiggle your left little finger. Did you lose your body image? Discuss.

B. Crumple a sheet of paper into a ball and drop kick it. (DEMONSTRATE) Which foot did you use?

1. Do you use the same hand that you write with to hold a scissors, comb, etc?

2. Observe your child at various activities and notice how his laterality is developing.

C. Take your pencil and pad, put the back of the pad on your nose covering your face. Now hold the pencil in front of you and write the numbers 1 - 10 on the pad. Don't look until you are done. (DISCUSS)

1. As a child develops we consider motor development in two different ways. The simplest is bilateral and the more complex is cross-lateral.

D. Let's pretend that we are going through some of the motor development stages.

1. Stand up and see if you can stand perfectly still without moving.
2. Next - stand on one foot. Which one did you use?
3. Stand on the other foot. Is this harder?
4. Now jump up and down on both feet. See the differing relationship to gravity?
5. Next - hop on one foot.
6. Now the other foot.
7. Next - let's gallop around the table, hop on one foot, drag the other. Which foot did you step off with or which foot pushed?
8. Now we come to the most complex task, skipping. Let's do it in place. (DEMONSTRATÉ BY HOPING ON ONE FOOT, THEN ONCE ON THE OTHER). At this stage, we are starting to put it all together.

E. Let's sit down. Tap your right foot on the floor at the same time you tap your left knee with your left hand; now left foot, right hand, now other, other, other. What happened? (DISCUSS) (YOU MAY WANT TO DISCUSS THEORIES ABOUT NEUROLOGICAL ORGANIZATION, ETC.)

F. Assessment of a preschool child's motor skills. This activity requires the help of a trained home advisor from the Marshalltown Project to demonstrate, with a preschool child, the assessment of motor skills as sequenced in the Marshalltown Project's Behavioral Developmental Profile. This activity will take 30 - 45 minutes.

VI. Summary

We talked about the force of gravity being the constant from which motor development evolves. Other factors can affect motor and sensory development. These are:

1. Health
2. Physical or mental disabilities
3. Emotionality
4. Lack of sensory stimulation

Can you name some others?

5.

6.

7.

We can make a comparison to programming a computer -- information is fed in (input) and sorted out (processed). When requests are made the computer initiates an action (output).

Remember that certain gross differences exist between computers and humans. First, the human brain is infinitely more complex. Second, we can't completely control the input to the brain because of the complex human sensory systems.

If we can agree to use this model, we can then embellish it by considering the channels of input and output.

All the human senses, touch, smell, taste, hearing and vision must be considered. Research indicates that physical contact stroking, petting, rocking, etc., are all important to wholesome and complete development. The sense of smell and taste are certainly important to our enjoyment of life.

Hand out some items (see suggested materials) and ask parents to demonstrate how they would use their items to help their child. Have them tell the age and sex of their child and explain what they would do and say. Ask them what channel or channels of input they would use.

Reinforce each parental response. Ask others to contribute ideas and allow them to suggest different ways of using an item. Be sure to give everyone a turn.

Additional theories and facts can be presented as they come up in the discussion. Be careful not to dwell on things. Keep the discussion parent-centered. Responsive environment philosophy and subjects covered in previous sessions should be referred to and reinforced.

Be sure to clarify teaching as creating a learning environment, not the sterile importing of facts. Reinforce this by example. "Practice What You Preach."

Challenge them to inject ways of teachings:

1. Laterality
2. Special Relationships
3. Rhythm
4. Body Awareness
5. Body Image
6. Eye-hand Coordination
7. Visual Tracking
8. Listening Skills
9. Sequence
10. Knowing the answer to who, what, when and where questions
11. Integrating information from several sensory channels
12. Rote Memory
13. Concepts of number, time and space

Encourage the parents to use multi-sensory modes, movement activities and achievement-oriented games.

SESSION X SENSORY/MOTOR EVALUATION FORM

Site _____

Date _____

Objective Criteria	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	TOTAL
1. Participate in group discussion explaining the importance of good motor develop																					
2. Demonstrate to the group ways to stimulate the development of my child's using sensory channels in the ~~home environment.~~																					
3. List 3 reasons why sensory/motor development is important for school success.																					
4. Conduct a variety of sensory motor activities programs for my child.																					

SESSION XI

SENSORY/MOTOR DEVELOPMENT #2

Discussion Guide

I. Overview: Goals, Objectives, Activities, Evaluation

II. Introduction

III. Materials Needed

IV. Overview of the Sensory/Motor Program #2

- A. Review
- B. Discussion

V. Preview of Learning Disabilities

- A. Parent Worksheet
- B. In-Class Assignment
- C. Film

VI. Discussion

VII. Conclusion

- A. Assignment Contract

VIII. Extra Form

- A. Sensory/Motor Evaluation Form

IX. Parent Handouts for Completion of Assignment Contracts

SESSION XI TOPIC SENSORY/MOTOR DEVELOPMENT #2

GOAL	OBJECTIVES	ACTIVITIES	EVALUATION
To introduce to parents the relationship between sensory/motor development and the intellectual and cognitive development of their child.	A. Parents will discuss relationship of Sensory/Motor and cognitive development.	IV. Overview of Sensory/Motor #2 A. Review of Session #1 B. Discussion	A. Participation in discussion
	A. Parents will write definitions for five terms pertaining to Learning Disabilities	V. Preview of Learning Disabilites A. Parent Worksheet	A. Number of in-class objects accomplished.
	B. Parents will identify a variety of characteristics of the Learning Disabled child	B. In-class assignment C. Film	B. Interest shown and resulting discussion
	A. Parents will participate in class discussion of terms listed on worksheets	VI. Discussion A. Learning Disability B. Behavior Pattern C. Perception D. Coordination E. Conceptualization F. Attitudes	A. Discussion
	A. Parents will express their attitudes regarding sensory/motor development.	VII. Assignment Contract	A. Number of contracts completed and returned. Record on XI evaluation form.

II. Introduction

A WORD OF WARNING! Approach Learning Disabilities with caution. The film is excellent. Use it if at all possible. It illustrates how learning disabilities stand out in the classroom during the early years of school. Included are interviews with parents and teachers which emphasize the importance of early recognition of problems in order to ensure school success. Be prepared for the possibility of questions regarding parents' concern for their own child's development.

Present the "School Readiness" material in the Parent/Child manual in such a way that the parent does not see it as a "check list" for failure.

III. Materials Needed

1. Toy or game of the week -- enough for group
2. Pencils
3. Visuals of the various discussion points (overlays, posters, chart, flannel board)
4. Extra copies of assignment contract
5. Extra copies of parent worksheets
6. Film "Early Recognition of Learning Disabilities" (one-half hour)

   A. Projector
   B. Screen
   C. Paper and tape
   D. Extension cord
   E. Adapter

IV. Overview of Sensory/Motor Development #2

A. Review

Last week we discussed the ways children learn and the sequence of Sensory/Motor Development. This week emphasis will be on the relationship between sensory/motor and intellectual development, and how these sensory/motor experiences become a foundation upon which other learning is built. In early childhood, mental and physical activities are closely related and motor activities play a major role in intellectual development.

B. Discussion

Your child's acquisition of sensory/motor skills is essential to his understanding of the whole world around him and will be of particular significance in his school performance. It is not difficult to image the daily frustration these children face, especially in school situations where accuracy of perceiving and responding are so important for success.

Unfortunately there are no panaceas that are a sure cure for learning problems. Professionals estimates vary as to the number of children who experience some learning difficulties as a result of sensory/motor development problems. In some communities the estimate is as high as from 5-15% of the total school populations.

Ask parent opinions on the following:

(Based on their reading of material in the Parent/Child Manual)

1. Suggest some things you could do as a parent to help the learning disabled child.

2. What is your school doing for the learning disabled child?

V. Preview of Learning Disabilities

A. Parent Worksheet

Shortly we will see a film. Although it is entitled, "Early Recognition of Learning Disabilities," we will be concerned with what it can tell us about child development. The film shows a kindergarten class and concerns itself with various factors which are needed for efficient learning. We want to watch for the following information: (Use flannel or chalk board). Look at your parent worksheets.

1. What is a Learning Disability?
2. What is meant by Behavior Patterns?
3. What is meant by Perception?
4. What is meant by Coordination?
5. What is meant by Conceptualization?
6. What is meant by Attitudes?

After the film, you will be given time to fill out your worksheets, then we will ask you to share your ideas and information with the rest of us.

B. In-Class Assignment

Hand out "In-Class Assignment" sheets. Explain they will be given time to complete them in class and that they must be returned to the discussion leader.

C. Film

"Early Recognition of Learning Disabilities"
(NAVC, 30 minutes, color)

After this film give the parents a chance to fill out their worksheets, get coffee, etc.

VI. Discussion

Next discuss the terms as listed on the parent worksheets, "Let's review the high points of the film. First, what is a Learning Disability? For purposes of simplification let us say that it describes that child who has difficulty learning in the normal classroom and does not have any obvious physical, sensory, mental or emotional deficit."

"Does anyone remember what they were referring to when they mentioned, "Behavior Patterns?"

"Now let's briefly review the rest."

Coordination: (erratic body control -- refers to the way the child moves. The film showed the problems some children have with skipping, walking the balance beam, deciding which hand to use (laterality) and staying in the lines when coloring.

Perception: This was referred to in the film as - trouble interpreting the things we see or hear.

Conceptualization: Children have trouble with the idea of today, tomorrow and yesterday - top and bottom. Can the child understand that the triangle and square are different - because one has three sides and the other has four?

Attitudes: What forces are at work in school, home and community which affect the feelings and decisions of the parents and teachers. (Are the parents able to accept the fact that their child has a problem?)

VII. Conclusion

Allow some time here for general discussion. Let the parents verbalize their attitudes and allow others to respond.

Go around the table and have each parent contribute what they have written in response to the question, "What have you learned from the film which would apply to normal child development?"

Try to encourage and be positive about all responses, allowing the rest of the class to encourage and expand on contributions.

Next, go around the room again asking each participant to give one example, per turn, of something they could do to promote their child's sensory/motor development. Suggest they look at the sensory training handout. Take notes of particularly novel or worthwhile ideas for future use.

A. Assignment Contract

Hand out Assignment Contracts. Let participants make their decision and return the completed contract at the next session.

Pick up the "In-Class Assignment".

Discuss the next session briefly to encourage their attendance.

VIII. Evaluation Form

Record results of the "In-Class Assignment Sheet" on the Sensory/Motor Evaluation Form. Total the final class results and record the Final P/C Class Evaluation Form. (See Chapter 12).

IX. Parent Handouts for Completion of Assignment Contracts are included at the end of this chapter. These handouts are not in the Parent Manual and are designed to reward a parent for completed contracts.

SESSION XI SENSORY MOTOR EVALUATION FORM

Site _____

Date _____

Objective Criteria	Class Members: 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	TOTAL
1. Three or more areas in which the Learning Disabled child may experience difficulty.																					
2. Participate in the group discussions regarding Learning Disabilities.																					
3. List activities which my child does that are not done just to annoy me, but are part of his sensory/motor development.																					
4. List 3 ways to help your child in his sensory/motor development.																					

PARENT HANDOUTS FOR COMPLETION

OF

ASSIGNMENT CONTRACTS

I. Gross-Motor Coordination

II. Developing A Child's Attitudes and Aptitudes

III. Hints for Correcting Reversals

GROSS-MOTOR COORDINATION

Skill #1 Body Image-Complete awareness of one's own body and its possibilities for movement.

Skill #2 Generalized Movements -- Movements which require total body involvement and coordination.

Skill #3 Movements of Upper Parts of the body (head and trunk) vs. the movements of the lower parts of the body (legs).

Skill #4 Movements of one side of the body (right) vs. movements of the other side of the body (left).

Skill #5 Cross-Lateral movements of the body. (right arm and leg vs. left arm and right leg).

Skill #6 Movement of one limb at a time.

Skill #7 Rhythm (Jumping, skipping, rope jumping).

BOOKS SUGGESTING ADDITIONAL SENSORY/MOTOR EXERCISES

Braley, William. Daily Sensory/Motor Training Activities. (Freeport, N.Y., Educational Activities, Inc. 1968)

Chaney, Clara. Motoric Aids to Perceptual Training. (Comumbus, Ohio, Charles Merrill Publishing Company, 1968).

Glass, Henry. Exploring Movement. (Freeport, N.Y., Education Activities, Inc., 1966).

Latchaw, Marjory. Pocket Guide of Movement Activities for the Elementary School, (Englewood Cliffs, N.J., Prentice-Hall, 1956).

O'Donnel, Patrick, Motor and Haptic Learning. (San Rafael, California, Dimensions Publishing Co., 1969).

Portland Public Schools. Improving Motor-Perceptual Skills. (Corvallis, Oregon. Continuing Education Publications, Waldo Hall 100, 1971).

Schurr, Evelyn, Movement Experiences For Children. (New York, Appleton-Century-Crofts, 1967).

A. Skill #1 Body Image - This refers to the complete awareness of one's own body and its possibilities of movement and performance.

1. Before beginning activities in this area have each child draw a picture of himself. When we have completed the activities for this particular skill, we will ask the child again to draw another picture of himself and then compare the two to see if a change occurred in the child's image of himself.

2. Ask the child to identify the parts of his body. He should touch them so that he can feel where they are.

   Touch your "ears," "eyes," "feet," "hands," "head," "ankles," arms," "legs," "shoulders," "fingernails," "neck," and "elbows."

   If a child has difficulty or to add variation, have the child look into a mirror and touch the various parts of his body.

3. When the child can locate the various parts of his body, then have the children choose partners and locate the various parts on the other child's body.

4. Find a large picture of a person. Have the children locate the various parts of his body. Do the same with pictures of different kinds of animals.

5. Provide puzzles of people and animals which have changeable body parts.

6. Stress the function of the body parts.

   "Touch the part of your body you walk with."
   " " " " " " " write with."
   " " " " " " " eat with."
   " " " " " " " stand on."
   " " " " " " " hear with."
   " " " " " " " smell with."
   " " " " " " " brush with a toothbrush."
   " " " " " " " use a handkerchief for."
   " " " " " " " see with."
   " " " " " " " chew with."
   " " " " " " " run with."
   " " " " " " " put fingernail polish on."
   " " " " " " " smile with."
   " " " " " " " play a piano with."
   " " " " " " " crawl on."
   " " " " " " " use to swing in a swing."

7. Have each child find a large picture of a person in a magazine. Paste the picture on a piece of cardboard and cut it into various pieces, thereby making a puzzle.

8. Have the child lie on a large sheet of paper, draw around him so he has a picture of himself on which to put his features.

9. When the children have completed these activities successfully, have them draw another picture of themselves and compare it with their first drawing.

SKILL #1	DATE PROJECT STARTED	NO. OF TIMES DONE (USE / MARK)	PROBLEMS, STRENGTHS AND SUGGESTIONS

I. Gross-motor Coordination

A. Skill #2

Generalized movements - movements which require total body involvement and coordination.

Exercise #1

1. Equipment needed - individual mats

2. Description of exercise
Rolling -- The child lies on a rug (approx. 4-5 ft.) and rolls from end to end. The arms should be down at his sides or over his head, but not used for pushing the whole body should do the propelling and the goal is to have the child roll in a straight line.

3. Conversation
"Today we are going to practice rolling. Watch Billy and he will show us what to do. Billy will lie on one edge of the mat, put his arms down at his sides or over his head and roll to the end of the mat. See how Billy rolls in a nice straight line? When Billy reaches the end of the mat, he will stop and roll back to the end from which he started. Now let's all try to do it together." (Repeat instructions which were given to Billy.)

4. Number of trials
Begin by having the child roll to the end, stop, reorient himself and then roll back again. This makes one complete turn. Initially the child should make two complete turns and gradually try to work up to six complete turns.

5. Variations

a. Have child place his head on the edge of the rug and when rolling his head should always touch the edge of the rug.

b. Same as above exercise but waist or belt must stay on edge of rug.

c. Same as above exercise but feet must stay on edge of rug.

d. Have a target (a box, stool, or another child) placed at the end of the rug, which is perpendicular to the child's eyes. The child should look at the target and then roll toward it. His eyes should touch or meet the target when he gets there.

When the child's skill increases, increase the distance he is to roll.

Exercise #2

1. Equipment needed - individual mats

2. Description
Rocking -- The child sits on his rug, brings his knees up to his chest, and grasps his arms around his knees. The child rocks from a sitting position to his back and up to a sitting position again.

3. Conversation
"We are going to practice rocking. Sit in the middle of your mat. Look behind you. Do you have enough room to lie down (or rock back) without bumping your head? If you do not have enough room move forward a little bit until you do have enough room to rock. Let's watch Billy and he will show us how we are to rock. Billy will bend his legs at the knee, bring them up to his chest, and grasp his arms together around his legs. Now he will rock backward onto his back and then rock forward up to a sitting position again, back again and up again. Now let's all try to do it together."

4. Number of trials
Begin by having the child rock approximately five times correctly and try to increase the number to 10 or 15 as the child's skill increases. If the child has difficulty getting into the sitting position again it may be necessary for the teacher to move the child's body through the exercise.

5. Variations

a. As the children become more skilled try to have them do it together as a group with the teacher giving the verbal clue "up" when they are to be sitting up, and "back" when they are to be on their backs. The verbal clues should be spoken in an even rhythm. The children may give the commands together.

b. After the children are able to follow the verbal clues, then they can perform this activity to the rhythm of a drum beat or hand clapping. The teacher should stand before the group and beat a drum or clap her hands in an even rhythm.

c. The children may be able to develop their own song about this exercise and sing it as they perform. This song was written by one child:

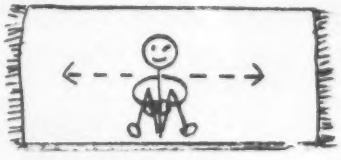
Rocking is good exercise,
good exercise,
good exercise,
Rocking like a boat I go,
up and down,
up and down.

d. As the children's skill increases have them perform to different rhythms. First their usual rhythm, then a fast rhythm, and then a very slow rhythm. The teacher should let them hear the rhythm for a few beats before they begin rocking.

Exercise #3

1. Equipment needed - individual mats

2. Description
Rocking -- The child lies on his back on his rug, brings knees up to chest, and grasps arms around his knees. The child rocks from his right side to his left side. As he rocks, his head and shoulders should move with the rest of his body. (Some children tend to move their arms and legs only, but their head and shoulders should move also.)



3. Conversation
"This time we are going to practice rocking another way. Lie on your back on your rug. Bend your legs at the knees, bring them up to your chest, and grasp your arms around them. Now rock way over to your right side and then rock over to your left side. Keep rocking from side to side."

4. Number of trials
Begin by having the child rock approximately five times correctly and try to increase the number to 15 or 20 as the child's skill increases. If the child has difficulty moving from side to side it may help to not grasp both legs together but to hold onto his right knee with his right hand and his left knee with his left hand.

5. Variations

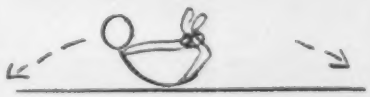
   a. As the children become more skilled try to have them do it together as a group with the teacher giving the verbal clue, "right" when they are on their right side, and "left" when they are on their left side. The verbal clues should be spoken in an even rhythm. The children may take turns giving the verbal clues and at times they might enjoy counting to see how many times they can perform the exercise.

   b. After the children are able to follow the verbal clues then they can perform this activity to the rhythm of a drum beat or hand clapping.

Exercise #4

1. Equipment needed - individual mats

2. Description
   Rocking -- The child lies on his stomach bending his leg at the knee, reaching back with his arms, and holding onto his ankles. The child's back should arch a little. In this position he rocks back and forth. (Forward being toward his head, and backward toward his knees.) It is difficult for some children to initiate this exercise. It may help to have the teacher move the child's body through the exercise so he knows what it "feels" like.



3. Conversation
   "We have been rocking on our backs and for this exercise we will be rocking on our stomachs. Let's watch Billy again and see how he does this exercise. First Billy lies on his stomach in the middle of the mat. He bends his legs at the knee and then reaches his arms back and grabs ahold of his ankles with his hands. Now he rocks forward and back, forward and back, etc. Let's see if the rest of us can do this now." (Repeat instructions as they were given to Billy.)

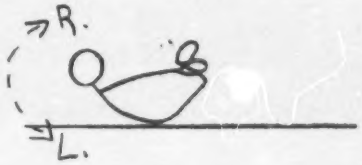
4. Number of trials
   This is a difficult exercise to get started therefore have the child initially rock back and forth twice and slowly increase the number 6 or 8 times.

5. Variations

Exercise #5

1. Equipment needed - individual mats.

2. Description
   Rocking -- The child lies on his stomach, bending his leg at the knee, reaching back with arms, and holding onto his ankles. (Same position as #4) In this position he rocks from his right side to his left side.



3. Conversation
   "Again we are going to rock on our stomachs. Lie on your stomach in the middle of the mat. Bend your legs at the knee and then reach back and grab ahold of your ankles with your hands. Now rock over on your right side and then over to your left side, back to your right side, and then to your left side again. Keep rocking back and forth."

4. Number of trials
   This is an easy exercise to perform although the child is in an awkward position. The child should be able to rock about 6 times initially and slowly increase the number to 10 or 15 times.

5. Variations

B. Skill #3

Movements of upper parts of the body (head and trunk) vs. the movements of the lower parts of the body (legs).

1. Trunk lift: Your child lies face down with his stomach on a pillow, hands behind his head, and raises his trunk off the floor. At the start, if a child has difficulty raising his upper body off the floor, the adult should place one hand on the child's heels as a slight counterweight.

2. Leg lift: your child, lying in the same position with chin on hands now lifts legs as high as possible. Some children will have to learn to lift one leg at a time before they can lift both at the same time.

3. Sit ups: Have your child lie on his back with hands clasped behind his neck. While someone holds his feet down, he should try to sit up.

4. Feet lift: Have your child on his back with a pillow under his hips. Now he must lift feet with legs straight, to a distance of 10" above the floor, and then hold them there as long as possible. Every child should be able to hold his feet in this position at least 10 seconds.

5. Toe touch: Standing feet together, knees straight, your child should bend at the hips and touch his toes with his finger tips and hold the position for three seconds. (Should your child not be able to maintain his balance or bend far enough to touch his toes, have him start by touching the palms of his hands to his knees. As flexibility increases, have your child touch his ankles and then toes.)

6. Angels-in-the Snow Variation: Child lies on his back with arms at his side, legs extended, feet together. The child should move his legs apart as far as possible, without bending the knees and keeping his heels on the floor.

   The child is in the same position but this time moves his arms up over his head until they touch, then bring them back to the sides of his body. The arms should touch the floor at all times.

7. The child is on his stomach, using just his feet to move himself, he pivots around in a circle. After the child completes a full circle he is told to reverse and pivot in the opposite direction.

   The child repeats the same exercise only this time he uses just his arms to move himself.

C. Skill #4

Movements of one side of the body (right) vs. movements on the other side of the body (left).

1. The child lies on his back, lifts his right arm and leg, puts them down, then, lifts his left arm and leg and puts them down. The child repeats this activity in a rhythmic

manner. For a variation the instructor would call out "right" and "left" as the child is moving his limbs, but later on the child may do the verbalizing.

2. The child may do the above activity on his stomach. When he lifts his arms and legs it is important for him to keep them straight and extend them as far as possible as he raises them.

3. The child lies on his back in the position used for Angels-in-the Snow. For this exercise he moves his right arm and leg out and in, and then moves his left arm and leg out and in. The child continues this exercise in a rhythmic manner.

4. The child is on his hands and knees. He lifts his right arm and leg, puts them down, and then lifts his left arm and leg and puts them down. This activity is repeated in a rhythmic manner.

5. Stationary crawling. The child lies on his stomach with his head turned to the right, his right arm flexed with his hand at eye level. His right leg should be flexed with the knee level with his hip. The child's left arm and left leg should be extended. The child then reverses this arrangement alternately in a rhythmic manner for a short period of exercise.

6. Creeping. The child should creep with the right hand and knee striking the floor at the same time. As the child progresses in this skill encourage him to turn his head slightly to look at his hand as it strikes the floor. As skill is noted, encourage the child to lift his knee from the ground with his foot dragging. This gives more emphasis to the movement. Hands and knees should point straight ahead as the child moves. Be sure that the hands are flat on the floor and that the head turns to view as each hand-knee combination strikes the floor.

7. Walking. The child should walk around the room moving his right arm forward as his right leg moves forward. This is often known as the "robot walk" and the children enjoy making strange sounds as they move around the room.

8. The child spreads his feet apart a comfortable distance and places his hands down on the floor in front of his hands. When the instructor says "one" the child moves his right leg and right hand forward one step. When the instructor says "two" he moves his left arm and left leg forward one step. The child should keep his legs and arms straight.

9. The child spreads his feet apart and bends down taking ahold of his ankles with his hands. Holding them tight he walks forward taking very short steps. The instructor should say "right" when the right arm and leg move and, "left" when the left arm and leg move forward.

D. Skill #5

Cross-lateral movements of the body. (Right arm and left leg vs. left arm and right leg).

1. The child lies on his back, lifts his right arm and left leg, puts them down, then, lifts his left arm and right leg and puts them down. The child repeats this activity in a rhythmic manner.

2. The child may do the above activity on his stomach. When he lifts his arms and legs it is important for him to keep them straight and extend them as far as possible as he raises them.

3. The child lies on his back in the position used for Angels-in-the-Snow. For this exercise he moves his right arm and left leg out and in, and then moves his left arm and right leg out and in. The child continues this exercise in a rhythmic manner.

4. The child is on his hands and knees. He lifts his right arm and left leg, puts them down, and then lifts his left arm and right leg and puts them down. This activity is repeated in a rhythmic manner.

5. Creeping. The child should creep with the opposite hand and knee striking the floor at the same time. As the child progresses in this skill encourage him to turn his head slightly to look at his hand as it strikes the floor. As skill is noted, encourage the child to lift his knee from the ground with his foot dragging. This gives more emphasis to the movement. Hands and knees should point straight ahead as the child moves. Be sure that the hands are flat on the floor and that the head turns to view as each hand-knee combination strikes the floor.

6. Walking. As each child walks have him point the index finger of his left hand at his right foot as it hits the floor. Then as he takes the next step point the index finger of his right hand at his left foot, etc.

When some skill is apparent encourage the child to toe out slightly and to move his legs in parallel lines. Have the child rotate his head, neck and eyes to fixate on the hand and foot to which he is pointing. Vary the speed of walking.

E. Skill #6

1. Walking beam exercises. Obtain a walking beam, which is a section of a 2 x 4 about 8 feet long with a bracket which holds the board about 4 inches above the floor at each end. Start the child at one end of the beam and walk slowly to the other end. The child should walk fairly slowly, since by running across the beam he may be able to perform the task without the necessity of balancing himself at all. Each foot should be placed squarely on the beam so that heel and toe make contact with the beam at each step. Begin the training by having the children walk on the 4 inch side of the beam. A list of variations for this activity will be contained on another sheet of paper which follows this sheet. (See next 3 pages).

2. Have the children stand on their tiptoes and run forward and then backward.

3. Have the children stand on their tiptoes while counting aloud to ten. See if they can increase the length of time for this activity.

4. One foot stand. With arms out to the sides, the pupil stands on one foot and counts to five. Have him stand on the other foot in the same manner and gradually try to increase the length of time.

5. The child stands erect with one leg off the floor and arms out straight at the sides. Slowly jump about the room on one leg keeping the arms out. Do the same on the other foot.

WALKING BEAM EXERCISES

1. Walk forward on beam, arms held sideward.
2. Walk backward on beam, arms held sideward.
3. With arms held sideward, walk to the middle, turn around and walk backward.
4. Walk forward to the middle of the beam, then turn and walk the remaining distance sideward left with weight on the balls of the feet.
5. Walk to center of beam, then turn and continue wideward right.
6. Walk forward with left foot always in front of right.

WALKING BEAM EXERCISES (Continued)

7. Walk forward with right foot always in front of left.
8. Walk backward with left foot always in front of right.
9. Walk backward with right foot always in front of left.
10. Walk forward with hands on hips.
11. Walk backward with hands on hips.
12. Walk forward and pick up a blackboard eraser from the middle of the beam.
13. Walk forward to center, kneel on one knee, raise and continue to end of beam.
14. Walk forward with eraser balanced on top of the head.
15. Walk backward with eraser balanced on top of the head.
16. Place eraser at center of beam. Walk to center, place eraser on top of head, continue to end of beam.
17. Have partners hold a wand 12 inches above the center of the beam. Walk forward on beam and step over the wand.
18. Walk backward and step over wand.
19. Hold wand at height of 3 feet. Walk forward and pass under the bar.
20. Walk backward and pass under the bar.
21. Walk the beam backward with hands clasped behind the body.
22. Walk the beam forward, arms held sideward, palms down, with an eraser on the back of each hand.
23. Walk the beam forward, arms held sideward, palms down, with an eraser on the back of each hand.
24. Walk the beam backward, arms held sideward, palms up, with an eraser on back of each hand.
25. Walk the beam backward, arms held sideward, palms up, with an eraser on back of each hand.
26. Walk the beam sideward, right weight on balls of feet.
27. Walk the beam sideward, left weight on balls of feet.
28. Walk forward to middle of beam, kneel on one knee, straighten right leg, forward until heel is on the beam and knee is straight. Rise and walk to end of beam.
29. Walk forward to middle beam, kneel on one knee, straighten left leg forward until heel is on the beam and knee is straight. Rise and walk to the end of the beam.
30. Walk backward to middle of beam. Kneel on one knee, straighten right leg forward until heel is on the beam and knee is straight. Rise and walk to end of the beam.

WALKING BEAM EXERCISES (Continued)

31. Walk backward to middle of beam, kneel on one knee, straighten left leg forward until heel is on the beam and knee is straight. Rise and walk to end of beam.
32. Hop on right foot, the full length of beam.
33. Hop on left foot, the full length of beam.
34. Hop on right foot, the full length of beam, then turn around and hop back.
35. Hop on left foot, the full length of beam, then turn around and hop back.
36. Walk to middle of beam, balance on one foot, turn around on this foot and walk backwards to end of beam.
37. Walk to middle beam left sideward, turn around and walk to end of right sideward.
38. With arms clasped about body in rear, walk forward to the middle, turn around once, walk backward the remaining distance.
40. Place eraser at middle of beam, walk out on it, kneel on one knee, place eraser on top of head, rise, turn around and walk backward the remaining distance.
41. Walk the beam backward with an eraser balanced on the back of each hand.
42. Walk to middle of beam, do a right side support, rise and walk to end.
43. Walk to middle of beam, do a left side support, rise and walk to end.
44. Place eraser on middle beam. Walk out to it, kneel on one knee, pick up eraser and place it on the beam behind pupil, rise and continue to the end.
45. Walk to middle of beam, do a balance stand on one foot, arms held sideward with trunk and free leg held horizontally.
46. Place eraser at middle of beam, walk beam left sideward, pick up eraser, place it on right side of beam, turn around and walk right sideward to the end of the beam.
47. Hold wand 15 inches above beam. Balance eraser on head, walk forward stepping over wand.
48. Hold wand 15 inches above beam. Balance eraser on head, walk backward stepping over the wand.
49. Hold want 15 inches above beam. Balance eraser on head, walk sideward right, stepping over wand.
50. Hold wand 15 inches above beam. Balance eraser on head, walk sideward left, stepping over wand.
51. Hold wand 3 feet high. Walk forward, hands on hips, and pass under the bar.

WALKING BEAM EXERCISES (Continued)

52. Hold wand 3 feet high. Walk backward, hands on hips, and pass under the bar.
53. Fold a piece of paper at the right angle so it will stand on the beam at the middle. Walk to paper, kneel, pick it up with teeth, rise and walk to end of beam.
54. Place paper as in 53, walk out to it, to a left side support, pick up paper with teeth and walk to end of beam.
55. Place paper as in 53, walk out to it, to a right side support, pick up paper with teeth and walk to end of beam.
56. Hop to middle of beam on left foot. Turn around on same foot and hop backward to the end of the beam.
57. Hop to middle of beam on right foot. Turn around on same foot and hop backwards to the end of the beam.
58. Walk beam forward, eyes closed.
59. Walk beam sideward, eyes closed.
60. Walk beam backward, eyes closed.
61. Stand on beam, feet side by side, eyes closed, and record number of seconds balance is maintained.
62. Stand on beam, one foot in advance of the other, eyes closed, and record number of seconds balance is maintained.
63. Stand on right foot, eyes closed, and record number of seconds balance is maintained.
64. Stand on left foot, eyes closed and record number of seconds balance is maintained.
65. Walk beam sideward left, eyes closed.
66. Partners start at opposite ends, walk to middle, pass each other and continut to end of beam.
67. Place hands on beam, have partner hold legs (as in wheelbarrow rase) and walk to end of beam.
68. Same as 67, but partner walks with his feet on the beam, instead of the ground, straddling the beam.
69. "Cat Walk" on beam, walk on "all fours" hands and feet on beam.

NOTE: Standard beam size 2" x 4" x 10" Supports: 1" x 4" x 10"

As pupils improve in balancing skills, make another beam with the top tapered down to one inch in width; another with a half-inch top.

Skill #7

Ehythm (Jumping, skipping, rope jumping)

1. Children face each other, hold hands, and jump together while counting to ten.

2. Jumping line. Pupils jump backward and forward over line (tape or rope) for a given number of times. Have the children count aloud as they are jumping.

3. One foot jump. Pupil jumps back and forth over line four times on right foot, then left foot and repeats. Children should count aloud.

4. Standing jump. Jump forward for distance from a standing position. Introduce ruler and keep track of number of inces they can jump.

5. Hopscotch. Lay out course, teach rules and watch for proficiency.

6. First skip. For young children, start by having them stand erect and jump forward on the right foot and then bring the left foot forward and jump on it and continue in this manner.

7. When children are able to skip (if it is difficult for a child the teacher should hold the child's hand, skipping together until the movement is learned) have them follow the teacher skipping around the room.

   Variations:

   a. Have the children skip to a designated object.

   b. Skip around in a circle.

   c. Skip on a line (tape on floor).

   d. Have the children skip while carrying an object such as a book in each hand.

   e. Skip to music.

   f. Make an obstacle course (boxes or objects on the floor which the children should skip around) and have the children follow the leader while skipping around the objects.

8. Rope jumping. Each child should have their own individual rope. First teach them to swing the rope over their heads and walk over the rope. When the children can do this then teach them to swing the rope and jump over it.

DEVELOPING A CHILD'S ATTITUDES

Attitudes toward HIMSELF

1. Positive self-identity ("I am me." "I am important.")
2. Independence (I can do)
3. Achievement motivation ("I am proud of what I do.")

   Persistance ("I can stay with a task until it is done.")

   Delay of gratification ("I can wait for a reward.")

   Interest and enthusiasm ("I want to do this work.")

Attitudes toward ADULTS

1. Trust ("I can depend on my grown-ups.")
2. Identity with adults

   ("I want to be like the grown-ups who are important to me.")
3. Following directions

   ("My grown-ups can help me find a way to get a task done.")

Attitudes toward PEERS

1. Trust ("I can depend on the kids in my group.")
2. Identity with group

   ("I can help my friends. My friends can help me.")
3. Sportsmanship

   ("I can take turns. I can share. I do not always win.")

DEVELOPING A CHILD'S APTITUDES

INPUT	ORGANIZATION	OUTPUT
Visual Discrimination	Concept Formation	Verbal Response
Likeness & Difference	Color	Fluency
Patterning	Shape	Articulation
Whole-part-whole	Size	Syntax (putting words together)
	Number	Whole sentences
	Position	Questions
	Volume	Complex sentences
Auditory Discrimination		
Likeness & Difference (Rhyming & Initial Sounds)	Volume	
	Pitch	
Patterning	Length	
	Speed	
Touch Discrimination	Texture	Motor Response
	Temperature	
	Weight	Eye-hand Coordination
		Left to Right Orientation
Taste/Smell Discrimination	Taste	
	Flavors	
	Age	
	Time	
	Affective	
	Association	
	Classification	
	Sequencing	
	Critical Thinking	

HINTS FOR CORRECTING REVERSALS

I. Kinds of reversals which may be observed:

1. Individual letter, numeral and word reversals (left to right).
   Examples: b and d — 23 and
   s and — stop and pots
   J and — was and saw
   5 and — on and no

2. Individual letter, numeral and word reversals (inversions).
   Examples: n and u — b and p
   m and w — 9 and 6
   f and t — me and we
   d and g

3. Words and numerals (transpositions).
   Examples: Balck for black — felt for left
   gril for girl — tried for tired
   stop for spot — 312 for 213

Activities

1. Words letters and numerals may be made with sandpaper, pipe cleaners, nubby wools, yarn and velvet to increase tactile stimulation.

2. Words, letters or numerals may be written in clay or salt in a clay tray or salt tray.

3. Use pictures illustrating words that begin with b and d, such as "boat," "duck," etc. The pictures should be pasted alongside the rounded part of the letter. That is, a picture of a boat should be pasted next to the lower part of the b and to the right of it. A picture of a duck should be pasted next to the lower part of the d and to the left of it. In each case, the picture accents the direction of the rounded part of the letter.

4. When making word cards print first letter in a different color so that the beginning letter is emphasized.

5. Words which begin with similar letters, underline the trouble spot in the word. Try not to introduce words which can be confused at the same time.

6. If an older child confuses similar words (from and form) show him both words at the same time so he can discriminate the difference between them.

7. Hold up a card that is covered with a marker or sheet of paper. The marker is moved slowly to the right so that letters are exposed in proper sequence.

8. Have the child trace over a word with which he has been having difficulty. The word is written in fairly large letters. As he traces over each letter he vocalizes the name of that letter and upon completion pronounces the word.

OTHER IMPORTANT THINGS TO CONSIDER

1. The power of "positive expectancy" and how this is different from "pressure."

2. Accept the child as he is -- the slow mover, the boisterous boy -- not comparing children with each other.

3. Developing self-confidence by letting the child do some things by himself, developing the idea that he can do some things by himself, and do them to the satisfaction of his parents.

4. Arranging opportunities for him to be with other children; and training in relationships with other children (sharing, learning how to take teasing, and being hurt, etc.)

5. Providing a place where the child can work and play alone when he feels the need.

6. Respecting the child's own need for privacy.

7. Letting the child have something that is his very own, which he does not need to share with anybody.

8. Learning the meaning of one's own property vs. other people's property; learning to get permission before taking or using other people's property.

9. Independence: Tying shoelaces, buttoning buttons, zipping zippers, going on a errand for parents.

10. Help your child overcome his sensitivity to criticism, his tendency to overreact to other children's accidental hurting of him; learning what "excuse me" and "I'm sorry" mean and how to accept them.

11. The child needs you to be consistent (to carry through and mean what you say the first time.)

12. You can take advantage of some TV programs as a chance to promote learning especially word meanings and cause-and-effect relationships. However, try to get away from depending only on TV for entertainment. Do encourage the child to watch a few of the good children's programs.

SESSION XII

OPEN SESSION

Discussion Guide

I. Overview: Goals, Objectives, Activities, Evaluation

II. Preparations for Session XII

A. Final Class Roll

B. Final Parent/Child Class Evaluation Form

C. Certificates

D. Library Cards

III. Introduction and Materials Needed

IV. Parent Planned Tours

A. Toy Lending Library

B. Other Sites

V. Basic Requirments of Session XII

A. Checking in all Toys

1. Previous Toys

2. All other toys that have not been returned

B. Discussion

1. Collecting, "Questions asked at the end of the course"

2. Oral evaluation of the total program

VI. Presentation of Awards

A. Library Cards

B. Manuals

C. Certificates and Library Inventory

D. Certificates for MY WORKBOOK

SESSION XII TOPIC OPEN SESSION

GOAL	OBJECTIVES	ACTIVITIES	EVALUATION
To entertain parents in a "fun" session that will encourage them to use the toy library and realize a sense of accomplishment and pride in the Parent/Child classes.	IV. Parents will learn library procedures for checking toys in and out, etc. V. Parents will return all basic toys. VI. Parent will receive awards for completing criteria.	IV. Parent planned tours A. Toy Lending Library B. Other Sites V. Basic Requirements A. Checking in Toys B. Discussion VI. Presentation of Awards A. Library Cards B. Manuals C. Certificates for course completed D. Certificate to preschoolers for completion of "MY WORKBOOK"	A. Positive comments as oral evaluation of program.

II. Preparation for Session XII

All parent awards are given on the completion of criteria during the first 11 sessions. Therefore, final class records, evaluation forms, etc., are prepared before the 12th session.

A. Final Class Roll

The Final Class Roll indicates the number of parents who qualified for the Library Card, Certificate, Toy Library Inventory, Manuals and Workbook Certificate for their preschooler. (Final Class Roll was computed on the basis of how many members completed three or more sessions). Otherwise, they were included with the list of visitors on this form. A list of consultants and an indication of how many sessions they attended was included.

This form can be used as "feedback" information to county superintendents, individual churches, school principals or interested persons. A permanent copy was filed with the class report.

B. Final Parent/Child Class Evaluation Form

This report represents the total program:

1. Meeting dates
2. Attendance
3. Visitors and consultants
4. In-session objectives accomplished
5. Awards
6. Children served
7. Referrals made

This comprehensive record of class successes can also be "feedback" to principals, churches, consultants, etc. A permanent copy was filed.

Date:

Class:

C L A S S R O L L

Class Members, Visitors and Consultants	Library Card	Certificate	Inventory	Manual	Workbook Children
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					

FINAL PARENT CHILD CLASS EVALUATION FORM

CENTER DISCUSSION LEADER

1.	Meeting dates												
2.	Attendance												
	Session	1	2	3	4	5	6	7	8	9	10	11	12
3.	Visitor or Consultant												

4. IN-SESSION OBJECTIVES

4	Total Positive Response		Total Negative Response	
9	Pretest Comprehension Factor		Post Comprehension Factor		Average Class Gain
10	Total Objectives Accomplished		Total Objectives Not Accomplished		Completed Sensory/Motor Proj.
11	Total Objectives Accomplished		Total Objectives Not Accomplished		

5. AWARDS

			% of Class	Criteria
Total	1. Library Cards Awarded			Attended 7 of 11 Sessions
	2. Parent/Child Manuals Awarded			Completed 14 of 20 Assignments
	3. Certificates of Course Completion			Returned 7 of 10 Toy Evaluations
	4. Toy Lending Library Inventories			Same
	5. Child Certificate for Workbook			Child Completed Workbook

Children Served	Preschool	Total	
	Siblings		
	Handicap		

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C. Two "Sample" Certificates have been included in this Professional Guide.

1. Certificate for Parent Completion
2. Certificate for Preschoolers for Completion of MY WORKBOOK.

III. Introduction

Session XII is to be completely parent planned at the end of Session XI. Allow the parents time to make plans before Session XI, if necessary. Make arrangements for school visits with principals, restaurants for luncheons, etc., ahead of time.

Previous classes have elected to have an Open Discussion with invited guests as consultants. Many held their own discussions or met for coffee. Many have toured the Toy Lending Library as part of the two-hour session.

Materials Needed

A. All records complete

B. Attendance awards -- Library Cards

C. Home Assignment Awards - Manuals

D. Learning Episode Evaluation Awards -- Certificates of Course Completing and Total Inventory of Toy Library

E. Record of Previous Toys not Returned to Classes

F. Certificates for Preschoolers.

IV. Parent-Planned Tours

Several classes have planned programs with tours and luncheons. Many classes visited Pleasant Hill Developmental Center or "The Marshalltown Project" offices. Several classes were interested in the "open spaces" concept in the Marshalltown Elementary schools. Other classes visited the AEA #6 Media Center and the Mid-Iowa Workshop. Special dutch luncheons with the AEA #6 Staff have also been possible.

V. Basic Requirements of the Session

The only basic requirements of the Session include:

1. Checking in all previous toys
2. Collecting questions asked at the end of the course
3. Oral evaluation of the total program and
4. Presentation of awards: Library Cards, Manuals and Certificates.

The Marshalltown Project

A Parent/Child Home Stimulation Program

Sponsored by Area Education Agency 6

Awards this Certificate of Achievement to

for completion of the Parent/Child Home Stimulation Program

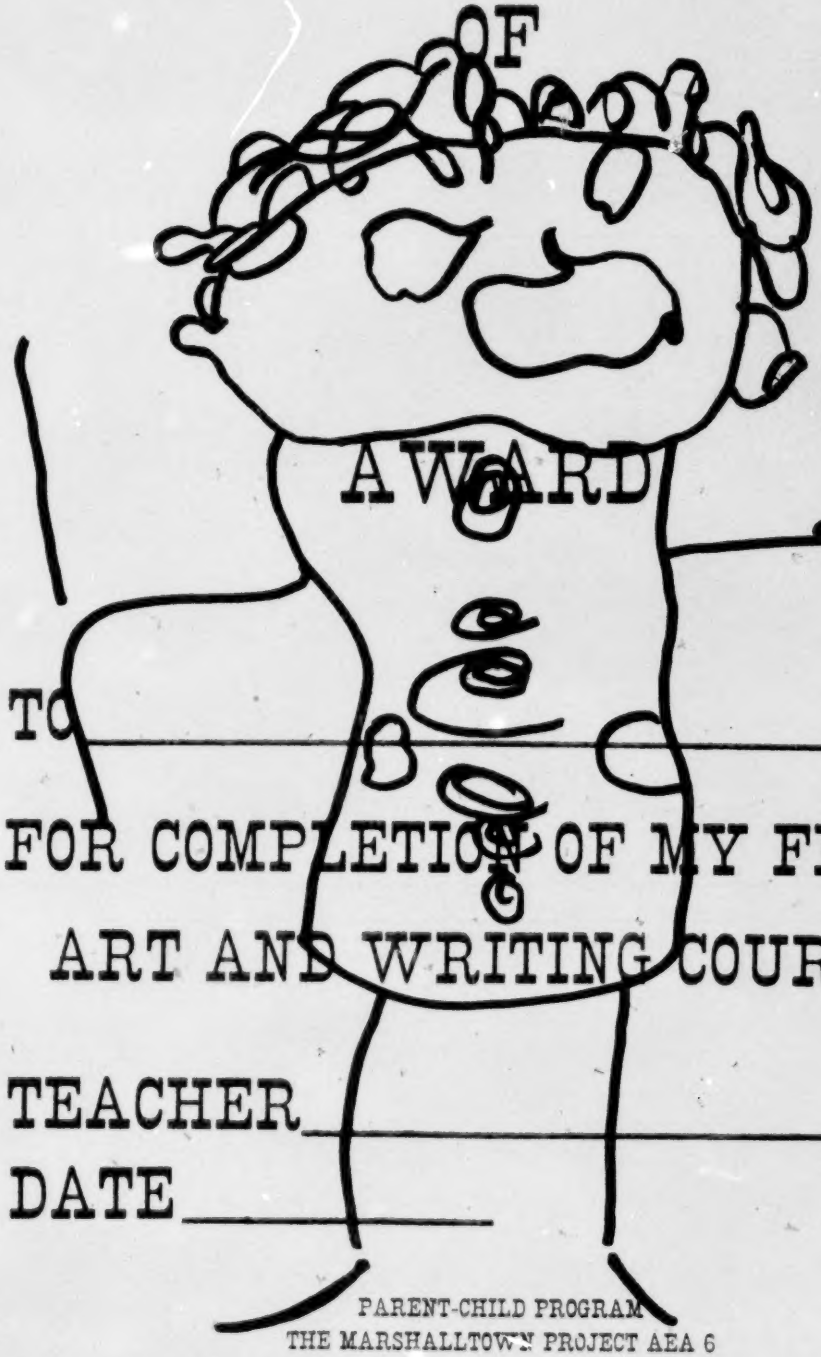
presented on this___day of_____197_

_____ Parent/Child Discussion Leader

_____ Project Director

CERTIFICATE

OF



AWARD

TO _____

FOR COMPLETION OF MY FIRST

ART AND WRITING COURSE

TEACHER _____

DATE _____

PARENT-CHILD PROGRAM
THE MARSHALLTOWN PROJECT AEA 6
MARSHALLTOWN, IOWA

In addition to the "Questions asked at the end of the course," the following questions for Discussion and Evaluation were used for the oral critique of the classes:

QUESTIONS FOR DISCUSSION AND EVALUATION

1. What are the major strengths in the program?

2. What are the major weaknesses in the program?

3. What additional areas of discussion would you like to have included?

4. Which topics were most interesting and beneficial to you?

5. What approach to the presentations did you enjoy the most?

6. How could the program have been more beneficial -- as far as carrying over into your home?